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ABSTRACT

Described is a regional program in post secondary vocational training for deaf students established at the St. Paul Vocational Technical Institute (TVI) to demonstrate that deaf students can be successfully trained in an environment normally serving the hearing. Included is background information on the problem of providing post secondary opportunities for the deaf, St. Paul TVI, the host facility, and the staff. Supportive services for the deaf discussed include elements of the preparatory program (such as mathematics and auditory training), and services within the regular program (such as counseling, interpreting and tutoring). Related programs such as in career media for the handicapped are reported, and the 420 deaf students matriculated since 1969 are viewed in terms of admissions, demographic data, a communication survey, and job placement and followup. Dissemination of information about the program and staff travel are also reviewed. Appendixes include a form used to survey students' communication, a form for evaluation of the preparatory program by students, and a list of additional forms available on request. (LS)

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ED116398

IMPROVED VOCATIONAL, TECHNICAL and ACADEMIC OPPORTUNITIES for DEAF PERSONS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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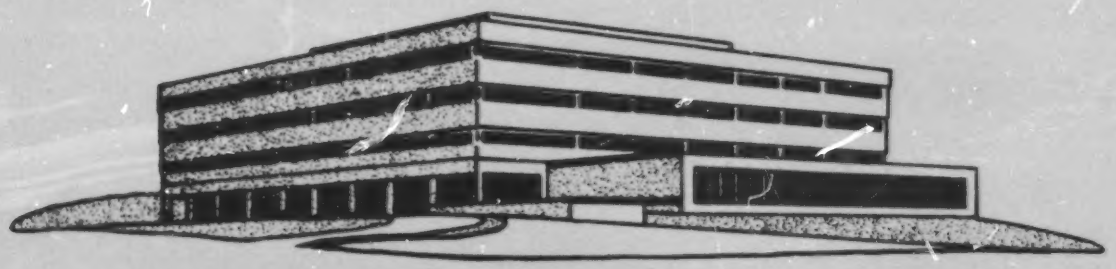
Final Report--August 1974
Research and Demonstration
Grant No. 14-P-55196
June 1, 1969—May 31, 1974



saint paul technical vocational institute

EC080790

SIGNIFICANT FINDINGS FOR REHABILITATION AND SOCIAL SERVICE WORKERS

1.0 Post-secondary education opportunities for deaf persons have been greatly expanded since 1968-69.

1.1 From 1864-1968 Gallaudet College, Washington D.C. was the primary resource for deaf persons seeking post-secondary education.

1.2 The National Technical Institute for the Deaf, established by P.L. 86-36 opened its doors in 1968, thus providing a second national alternative for post-secondary education for deaf people.

1.3 The Bureau of Education for the Handicapped and the Social and Rehabilitation Services established three Regional Programs in 1968-69 through a Research and Demonstration Grant to provide improved vocational, technical and academic opportunities for deaf persons. These three Regional Programs were 1) Delgado Junior College, New Orleans, 2) Seattle Community College, and 3) the St. Paul Technical Vocational Institute (St. Paul TVI). The grant period for Delgado Junior College was June 1, 1968 - May 31, 1973. The grant period for Seattle Community College and St. Paul TVI was June 1, 1969 - May 31, 1974.

1.4 Since 1969 approximately 40 additional post-secondary education programs for deaf students have been initiated. The majority of these programs are local or state programs.

1.5 Despite the growth of local or state programs the need for Regional Programs serving multi-state areas has been well demonstrated. At St. Paul TVI, the rate of student application for the 1974-75 academic year is 50 percent higher than for any preceeding year.

2.0 Regional Programs for Deaf Students provide educational opportunity and access to the majority of Deaf Americans who are unable to compete at a baccalaureate level of training.

3.0 Regional Programs for Deaf Students provide educational opportunity and access to Deaf Americans who although able to compete at the baccalaureate level seek educational alternatives.

4.0 Deaf graduates of St. Paul TVI are highly successful when using employment or continuing education as criteria for success. Using these criteria the success rate is measured at 97 percent.

5.0 Deaf students make major advances in social growth and maturity development as a direct result of their post-secondary education opportunities in a hearing environment. Psychological instruments do not readily adapt themselves to measuring this type of growth. Yet the files at St. Paul TVI are full of unsolicited parent letters with statements such as "we sent you a child, you returned an adult".

6.0 There are a minimum of five critical factors that must be considered for a successful post-secondary education program for deaf students. These factors are:

1) Students to be served
2) The nature of the host facility
3) The development and maintenance of appropriate supportive services
4) The program for deaf students staff
5) Adequate funding

Note: Several critical questions are asked about each of these factors on pages 70-71.

(Continued on inside back cover.)

7.0 Funding is a critical issue for post-secondary education programs for deaf students. The incidence of deafness coupled with the cost factor of providing complete services argue against local units of education or government supporting a program in all but the most populous areas. The same reasoning applies to the states. Regional funding has been investigated and found to be essentially lacking for the continuance of the programs. Federal funding offers the best philosophical approach to the continuance of Regional Programs. Inadequately funded programs tend to have a debilitating effect on deaf students.

8.0 Preparatory Programs are essential for large numbers of deaf students beginning a post-secondary education program. At St. Paul TVI 89.6% of all deaf students required the Preparatory Program experience prior to beginning their major area of study.

9.0 Counseling is a crucial ingredient of a post-secondary education program for deaf students. The typical deaf secondary school leaver presents enormous gaps of knowledge, not only in basic academic areas of arithmetic, language and social science skills, but also in social skills, vocational skills and coping power. Skilled counselors provide direction, career information and motivation for deaf students to diminish any deficiencies they might have. Care should be given to establishing a realistic counselor-student ratio.

10.0 Educational interpreters form the cornerstone for permitting deaf students to be a vital part of mainstream education. In past years educational interpreters were virtually non-existent. The Interpreter Institute at St. Paul TVI, and other similar programs have helped to alleviate the critical shortage of educational interpreters. The new National Interpreter Training Consortium, of which St. Paul TVI is a part, will further assist in alleviating the shortage of interpreters, not only in education, but in other areas of interpreting as well.

11.0 Technical-vocational education presents an ideal framework for deaf students. The nature of technical vocational education as a process embracing all the experiences an individual needs to prepare for a useful occupation is ideal for large numbers of deaf persons.

12.0 The deaf learner profits from educational media and materials. St. Paul TVI maintains a Career Media for the Handicapped Program that produces counseling and career readiness media packages.

13.0 The consortium approach to education is viable for deaf students. St. Paul TVI has deaf students enrolled in neighboring technical vocational institutes, community colleges, colleges and the University of Minnesota.

14.0 The three Regional Programs providing post-secondary education for deaf students in effect comprised a National Program. Deaf students from every state, and several of the territories were served by the Regional Programs.

IMPROVED VOCATIONAL, TECHNICAL AND ACADEMIC OPPORTUNITIES FOR DEAF PERSONS

St. Paul Technical Vocational Institute
235 Marshall Avenue
St. Paul, Minnesota 55102

Project Director, Robert R. Lauritsen

FINAL REPORT

August 1974

This investigation was supported, in part, by Research and Demonstration Grant No. 14-P-55196 from the Division of Research and Demonstration Grants, Social and Rehabilitation Services, and the Bureau of Education for the Handicapped, Department of Health, Education, and Welfare, Washington, D.C. 20201

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PREFACE

A basic American dream is post-secondary education. Historically a college education was the dream of the majority of American parents for their children, and the dream of the majority of children for themselves. In recent years the college dream has been challenged, but not the need for some form of post-secondary education. Technical vocational institutes, community colleges and junior colleges have emerged in positions of prominence to fill a major portion of the American education dream. This dream is no less for Deaf Americans than for all other Americans.

In the years prior to 1968-69, vocational rehabilitation counselors, secondary school educators, social service workers, parents and other concerned persons frequently referred deaf people to non-existent resources for training. The results were high unemployment, underemployment, low wages, un-skilled and semi-skilled work, and instant job plateaus ... little or no job advancement for deaf workers.

Expanded post-secondary education for deaf people, as pioneered by the Bureau of Education for the Handicapped and the Social and Rehabilitation Services has truly opened new horizons for deaf people. It has been demonstrated that deaf people do respond to training opportunities when these training opportunities are available. It has been demonstrated that deaf people ... and hearing people ... benefit through the utilization of post-secondary education facilities that historically served hearing persons.

It has been said that "The great thing in the world is not so much where we stand as in what direction we are heading". It is now incumbent upon those persons concerned with deafness to bring quality to those programs that are only beginning to emerge, and to maintain quality programs where such

quality programs exist. The field of Deafness has a large graveyard of white-crosses of successful programs that could have been if ... Deafness has always been elusive; to families, to educators, to physicians, to rehabilitation workers, to legislators, to society at large. The report that follows is an attempt to demonstrate that Deafness need not be elusive. Deaf people will respond to quality training programs. Deaf people, as hearing people, are participating in the American education dream.

ACKNOWLEDGEMENTS

Special appreciation is expressed to the Social and Rehabilitation Services and to the Bureau of Education for the Handicapped for making possible the St. Paul Technical Vocational Institute Program for Deaf Students.

As in so many programs in the area of Deafness, Dr. Boyce R. Williams of the Rehabilitation Services Administration provided the initial impetus for the St. Paul TVI Program for Deaf Students. In March 1968, at a workshop entitled "Habilitation through Media" in Knoxville, Tennessee, Dr. Williams inquired about the suitability of Minnesota as a site for a regional post-secondary program for deaf students. Less than one year later, officials of the Bureau of Education for the Handicapped and the Social and Rehabilitation Services made known their decision to support St. Paul TVI as one of three Regional Programs for Deaf Students.

In that initial year of preparation and in all ensuing years, the St. Paul Schools gave full commitment to the Program for Deaf Students.

In 1969 strong support was received from Charles J. Simmer, Principal, St. Paul TVI; Harold M. Ostrem, Director, Vocational and Adult Education; Superintendent Donald Dunnan and the St. Paul Schools Board of Education.

In 1974 continuing strong support was received from Herbert R. Kellor, Principal, St. Paul TVI; Charles J. Simmer, Director, Vocational and Adult Education; Superintendent George P. Young and the St. Paul Schools Board of Education.

As the St. Paul Schools made their commitment to the Program for Deaf Students, so did Commissioner Duane J. Mattheis and the Minnesota Department of Education; Assistant Commissioner August W. Gerkhe and the Minnesota Division of Vocational Rehabilitation; Assistant Commissioner Robert Van Tries and the

Minnesota Department of Education, Vocational Education; and President Francis Crowe, Minnesota Association of the Deaf.

In the ensuing years since 1969 the Program for Deaf Students has gained countless advocates.

The primary advocates are the deaf students themselves and their families who have been, and are the direct benefactors of the results of the innovative Program for Deaf Students.

Special and continuing acknowledgement is made to the regular administration, instructional and supportive staff of St. Paul TVI. It is this combined staff with their multi-faceted talents that have accepted deaf students into the mainstream of technical vocational education.

To the Program Staff, to vocational rehabilitation personnel, to educators of the deaf, and to our many friends and associates in Washington, D.C. and across the country a most sincere thank you is extended for your continuing support.

ABSTRACT

The St. Paul Technical Vocational Institute (St. Paul TVI) has maintained a Regional Program for Deaf Students since 1969. St. Paul TVI has attempted to demonstrate that deaf people can more easily reach their optimum potential if given adequate technical or vocational training in specialized areas using multi-variate media in an existing facility normally serving hearing students and as a result can be employed at a level commensurate with their abilities. A strong program of supportive services permitted 420 deaf students from 30 states, the District of Columbia and Canada to matriculate at St. Paul TVI. The supportive services include 1) a Preparatory Program, 2) Counseling, 3) Job Placement and Follow-up, 4) Interpreting, 5) Note-taking, 6) Tutoring, 7) Auditory Training, 8) Career Media for the Handicapped, and 9) Extra-Curricular Program. Related programs include interpreter training and special short-term workshops. Deaf students have successfully received training in 38 major areas of training. Deaf students receive their training with hearing students. The success rate is measured at 97 percent in terms of employment and continuing education. The most significant gains demonstrated by the St. Paul TVI Program for Deaf Students are 1) the personal-social maturation growth factors of the students, 2) an increased public awareness of deafness, and 3) a greater acceptance of deaf people into mainstream society.

I. INTRODUCTION

Background information on project.

> The deaf youth of our nation should be entitled to complete post-secondary education and training opportunities. Demonstration programs can be developed at vocationally oriented junior colleges, area vocational schools and residential vocational schools with support through ... Federal aid programs, Section 302 of P.L. 88-164, as amended, and the Amendments to the Vocational Rehabilitation Act (P.L. 89-333).
>
> Department of Health, Education and Welfare
> U.S. Office of Education
> Vocational Rehabilitation Administration
> November, 1967

History records that the first major break-through in post-secondary education for deaf people occurred in 1864 with the establishment of Gallaudet College. History will also record that the next major break-through in post-secondary education of deaf people had to wait for over one hundred years. In 1965 the Federal Congress passed P.L. 86-36 establishing the National Technical Institute for the Deaf (N.T.I.D.) now located on the campus of the Rochester Institute of Technology, Rochester, New York. Gallaudet College, together with N.T.I.D. provide two national resources for post-secondary education for deaf people at the baccalaureate, baccalaureate-plus level or in the technologies.

The Commissioners of the United States Office of Education Bureau of Education for the Handicapped and the Social and Rehabilitation Services did initiate and fund three regional post-secondary education programs for deaf students in 1968-69. These programs were located at the St. Paul Technical Vocational Institute (St. Paul TVI), Seattle Community College and Delgado Junior College, New Orleans. These three programs were funded as Research and Demonstration Programs. The effective dates of the Research and Demonstration grant for St. Paul TVI were June 1, 1969 - May 31, 1974.

Continuing funding on a short-term basis was awarded to St. Paul TVI by the Bureau of Education for the Handicapped on June 1, 1974. New Federal legislation is in progress that holds promise of the continuance of the Regional concept of providing post-secondary education for deaf people.

It is hoped that this Final Report is final only in the sense that it marks the conclusion of the first phase of our Nation's commitment of providing educational opportunity to the majority of deaf youth and adults.

In 1968-69 the Regional concept of post-secondary education was visionary and a bold departure from past practices. In 1974, the Regional concept is viewed as a solid success in meeting the needs of people. This Final Report is an attempt to document the ingredients that make it possible for deaf students to achieve success in their pursuit of the American dream of education followed by successful integration into the work-a-day world.

II. STATEMENT OF THE PROBLEM

Prior to 1958 the overwhelming majority of deaf persons graduating or otherwise terminating secondary education programs had severely restricted post-secondary opportunities available to them. Research findings indicated that the vocational status of young deaf adults was lower than the general population as evidenced by:

1) a preponderance of workers in semi-skilled and unskilled positions

2) low wages

3) high unemployment

4) limited chances for advancement without additional training

5) communication difficulities

The literature is also replete with statements such as:

...The achievement levels of 18 and 19 year old deaf students indicates reading skills of the average fifth grade hearing students.

...Arithmetic skills of the deaf learner are the equivalent of the normal sixth or seventh grader.

...Deaf students have skills in social studies, science and language that are at the level of most fifth grade hearing students.

...The social skills of the deaf student are severely restricted.

...The voational skills, and particularly the academic knowledge associated with vocational success, are severely restricted for the deaf learner.

The Social and Rehabilitation Services and the Bureau of Education for the Handicapped, recognizing these and related factors, set forth the following general and specific objectives for improving training opportunities for deaf people:

General

1. To increase choices in vocational training opportunities for deaf people.

2. To encourage existing vocational schools to accept deaf students.

3. To expand the numbers of deaf people who are employed at levels appropriate to their potentials.

4. To provide vocational rehabilitation and other public and private programs with more and better resources for serving deaf clients.

Specific

1. To identify the administrative and operating changes that are necessary in a vocational school in order for it to train deaf students effectively.

2. To bring into focus the adjustments deaf people must make in order to function effectively in regular vocational schools.

3. To identify problems common to deaf people in a regular vocational school setting and recommend remedial action for them.

4. To discover new and better teaching procedures for making vocational training effectively available to deaf students.

St. Paul TVI responded to the opportunity presented to ameliorate the paucity of opportunities available to deaf persons in 1968-69. The hypothesis St. Paul TVI proposed to explore in depth was that:

> The deaf person can more easily reach his optimum potential if given adequate technical or vocational training in specialized areas using multi-variate media in an existing facility and as a result be employed at a level commensurate with his ability.

The initial group of forty deaf students entered St. Paul TVI in September, 1969. During the ensuing five years 420 deaf students from 30 states, the district of Columbia and Canada matriculated at St. Paul TVI. The overall success rate is measured at 97 plus percent.

The hypothesis has been explored in depth. Given the proper training facility, the proper staffing and adequate funding, deaf persons can reach a higher level of potential, and a higher level of employment than was possible prior to the advent of the Regional Programs.

III. THE SETTING:
ST. PAUL TECHNICAL VOCATIONAL INSTITUTE

The City of St. Paul has provided technical vocational training since 1919. In 1966 St. Paul TVI moved into its present building. St. Paul TVI is now a five story building with 391,600 square feet of space (over 9 acres) on a site of 21 acres. Replacement cost for St. Paul TVI in 1974 would surpass $20,000,000 in terms of building and equipment.

Daytime enrollment exceeds 2,300 students per year. The Extension Division functions primarily as an evening program offering Continuing Education to over 15,000 students per year. The total annual enrollment therefore exceeds 17,000 students. There are 161 teaching stations with 130 full-time faculty and 450 evening faculty.

The programs at St. Paul TVI are designed to serve people's needs as expressed by representatives of the general public, business and industry, labor, the disadvantaged, the handicapped, minority groups and the Boards of Education of the City of St. Paul and the State of Minnesota. Joint Advisory Committee's (JAC's) function actively for the areas of training offered at St. Paul TVI to insure timeliness of all courses offered.

The Day Program is divided into the four major divisions of: Technical Programs; Trade/Industrial Programs; Business and Distributive Programs; and Health and Service Programs.

The Evening Programs offers in excess of 450 individual courses. Evening Program courses offer continuing education, apprenticeship teaching, skill up-grading and retraining.

Flexibility, responsiveness, and adaptability are essential characteristics of technical vocational education. To meet these requirements, St. Paul TVI offers courses that are:

1. Short and intensive, to meet specific but limited needs for job entrance or job promotion.

2. Extensive, in terms of content and time, to meet the needs of beginning, or experienced workers for jobs demanding a high degree of skill and technical knowledge.

3. Broad, in terms of technical content, with emphasis on complementary subject matter including communications, science, mathematics, drafting, occupational process and practices, and human relations.

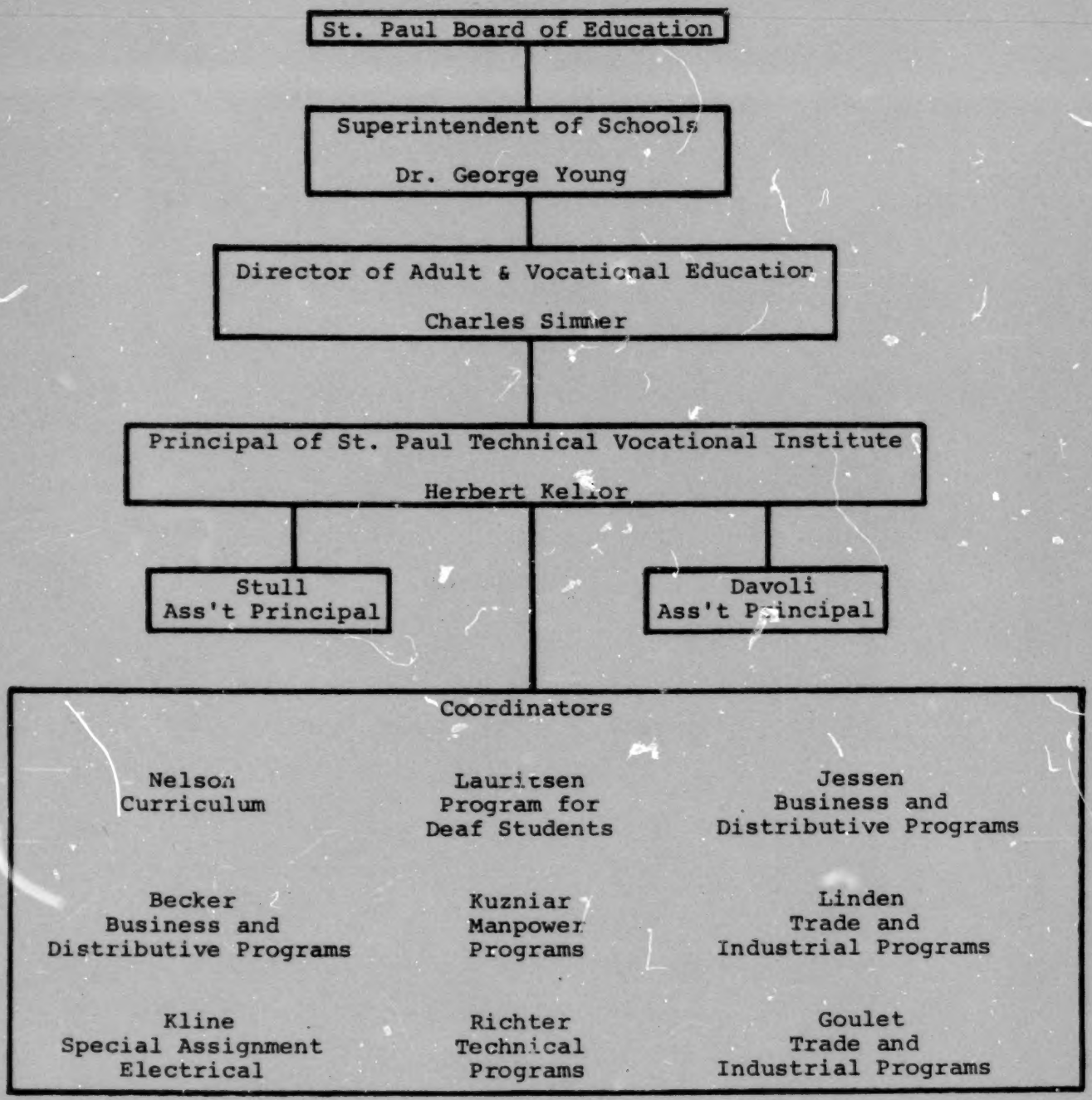
All major training areas within St. Paul TVI are well stocked with the latest, most modern equipment. Audio-visual hardware and software are prime ingredients in all training areas. Computer Assisted Instruction (CAI) is available for instructional purposes.

The St. Paul TVI facility and the prevailing educational philosophies are well designed to meet the needs of deaf students.

St. Paul TVI is ideally staffed and administered to facilitate the Program for Deaf Students. Administratively, the Chief Executive Officer is the Principal. Two Assistant Principals comprise the second line of authority. The third line of authority are Division Coordinators who have broad responsibilities for specific Program Areas. The Project Director for the Program for Deaf Students functions as a Division Coordinator. The Coordinator for the Program for Deaf Students reports directly to the Principal. Organizational charts for St. Paul TVI are shown on Chart I.

The State of Minnesota is unique in its educational philosophies and practices. This uniqueness lies in the maintenance of the area vocational technical institutes as a separate educational entity from the community colleges, the four year colleges, including the University of Minnesota and the private schools and colleges. This separation has permitted the growth of 33 area vocational technical institutes within the state. Of these, St. Paul TVI is the largest in terms of student enrollment, areas of training, and overall

CHART I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Program for
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Jessen
Business and
Distributive Programs
Becker
Business and
Distributive Programs
Kuzniar
Manpower
Programs
Linden
Trade and
Industrial Programs
Kline
Special Assignment
Electrical
Richter
Technical
Programs
Goulet
Trade and
Industrial Programs

capacity. The overall administrative control of St. Paul TVI is with the City of St. Paul, and the St. Paul Board of Education. Thus, all St. Paul TVI policies are the policies of the St. Paul Board of Education.

Parenthetically, of the area vocational technical system, the community college system, the four year college system, and the private colleges, St. Paul TVI is the second largest educational facility in Minnesota in terms of enrollment, surpassed only by the University of Minnesota.

At the same time that St. Paul TVI is responsible to the St. Paul Board of Education, vital and active relationships are maintained directly with a variety of State Departments.

Specifically included are the State Department of Education, Department of Vocational Education, the Division of Special Education, the Division of Vocational Rehabilitation, and the Department of Public Welfare.

The Assistant Director of the Program for Deaf Students is the Special Needs Officer for St. Paul TVI maintaining official liaison with the Director of Special Needs of the Department of Education, Vocational Education. This linkage provides timely information on the status of Vocational Education program funds ear-marked 10% for the handicapped and 15% for the disadvantaged.

St. Paul TVI is conversant with all student financial aid programs enacted to date. St. Paul TVI is an eligible institution for the following programs: 1) National Direct Student Loan Program, 2) College Work Study Program, 3) Supplemental Educational Opportunity Grants Program, 4) The Trio Programs, and the 5) Cooperative Education Program. As an eligible institution, students at St. Paul TVI are also eligible for Basic Educational Opportunity Grants. Counselors in the Program for Deaf Students are actively and directly involved in the administration of all student financial aid programs.

St. Paul TVI's direct relationship with the Commissioner of Vocational Education, State Department of Education makes it possible for the Program for Deaf Students to participate in all accrued regular and special reimbursement patterns.

The "Deaf Community" has been defined by the Council of Organizations Serving the Deaf as deaf people, educators of the deaf, interpreters, counselors, speech therapists, religious workers, audiologists, parents, brothers, sisters, friends of deaf people, co-workers and employers. In other words, anyone whose life is affected by Deafness can be a member of the "Deaf Community". In this sense, the Deaf Community that the Program for Deaf Students relates to is a local, state, regional, national, and in selected instances, an international community. Staff members of the St. Paul TVI Program for Deaf Students are actively involved in a variety of local, state, regional and national activities.

St. Paul TVI is a part of the St. Paul Public School System. It is accredited by the Minnesota State Board of Vocational Education and meets standards established by the Minnesota State Plan for Technical and Vocational Education. The Institute is approved for instruction of war veterans, orphans of war veterans, state and federal rehabilitation students, manpower needing training or retraining, and all other local, state and national vocational programs enacted to date.

IV. THE HOST FACILITY

A basic purpose of a regional post-secondary education program for deaf students is to blend an array of supportive services into an on-going post-secondary program normally serving hearing students.

The Host Facility

There are several basic principles relative to the host facility that must be observed in an integrated post-secondary education program for deaf students:

1) A program for deaf students can be no better than the host facility.

2) The host facility must have courses of study, training objectives and philosophies that are appropriate to the needs of deaf students.

3) The host facility requires preparation before a program for deaf students is initiated.

4) The community at large requires preparation for deaf students, particularly in the area of health services and housing.

5) In-service training and orientation of the host facility staff and the community is an on-going, continuous process.

6) An urban location is generally preferable to a rural area for purposes of offering more varied employment opportunities, socialization activities, recreation, and independent living opportunities.

St. Paul TVI, and the St. Paul community qualify as meeting these basic principles. St. Paul TVI is recognized locally, nationally, and internationally as an excellent technical vocational training facility. The City of St. Paul is the capitol city of Minnesota offering a diversified industrial, civic, cultural and recreational base.

Within this environment, the Program for Deaf Students has thrived. Supportive services have been developed for deaf students to permit integrated post-secondary education.

V. THE STAFF

The following statement was made in the initial application in 1969:

> The basic strength of the proposed project lies within the project staff. It will be the individual and combined efforts of the staff in student integration that will yield the maximum benefits from the total project. Specific area responsibilities combined with flexibility, innovation, exploration of new techniques, and reinforcement of successful methodologies will of necessity be implemented to prove the basic hypothesis ...

The Program for Deaf Students at St. Paul TVI has been indeed fortunate to maintain a stable counseling, instructional and secretarial staff. In these areas there has been only one staff turnover which occurred at the end of the first year. Staff retention with the ingredient of maturing experience has permitted the development and continuance of a flexible, realistic and challenging program for deaf students.

The basic staff members include:

1. Robert R. Lauritsen, Coordinator
2. Gerhard W. Nelson, Asst. Coordinator
3. Patrick Duggan, Counselor
4. Roger Reddan, Counselor
5. Donald Mackin, Counselor
6. John Bachman, Instructor
7. Jim Jones, Instructor
8. Alice LaBarre, Instructor
9. June Allen, Chief Interpreter
10. Irene Domonkos, Secretary

The interpreting staff has grown from a modest beginning of five Interpreters to a staff of sixteen. Inherent in growth has been the development of new strategies to assure quality interpreting services. These strategies including Interpreter Institutes and the National Interpreter Training Consortium will be discussed under Supportive Services, Interpreting.

The Interpreting Staff for the 1973-74 academic year in addition to the Chief Interpreter included:

Jacky Anderson	Jann Harris
Lori Andretta	Linda Lesar
JoLynn Blaeser	Jeanne Maietta
Laura Bloomfield	Ruth Mayfield
Sandy Gedde	Susan Morgan
Becky Gilbertson	Kathy Parker
Sallie Grover	Elna Taggart
Karen Guida	

In addition to the basic Program for Deaf Students staff there are several categories of special staff that relate to Program activities. The Program for Deaf Students maintains a specialized Career Media for the Handicapped Program. This program was initially funded by the Bureau of Education for the Handicapped, and more recently by the National Center for Educational Media and Materials for the Handicapped. The Career Media for the Handicapped Program is staffed by David Custer, Ph.D and Diana Yee, Media Specialists; Marilyn Mitchell, Interpreter Actress; Valerie Weiss, secretary; Kathy Licht and Randy Rom, artists; and a staff of film editors, media technicians and specialized consultants. The Program for Deaf Students is further responsible for a segment of the new (June 1, 1974) National Interpreter Training Consortium. Appropriate staff will be hired to fulfill the responsibilities of this program. Regular staff of St. Paul TVI, plus numerous people from the community contribute regularly in important ways to the total objectives of the Program for Deaf Students.

VI. SUPPORTIVE SERVICES

The major thrust of the post-secondary education program for deaf students at St. Paul TVI is to provide integrated or mainstream education for deaf students in an environment that historically served hearing students. Integrated education for deaf students is possible, and highly successful, through the appropriate blending of an array of supportive services.

The basic supportive services for deaf students at St. Paul TVI include:

1. A Preparatory Program
2. Counseling Services
3. Job-Placement and Follow-up
4. Interpreting Services
5. Note-taking services
6. Tutoring
7. Auditory Training
8. Career Media for the Handicapped
9. Extra-curricular Program

Related or spin-off programs that enhance the over-all effectiveness of the program for deaf students include:

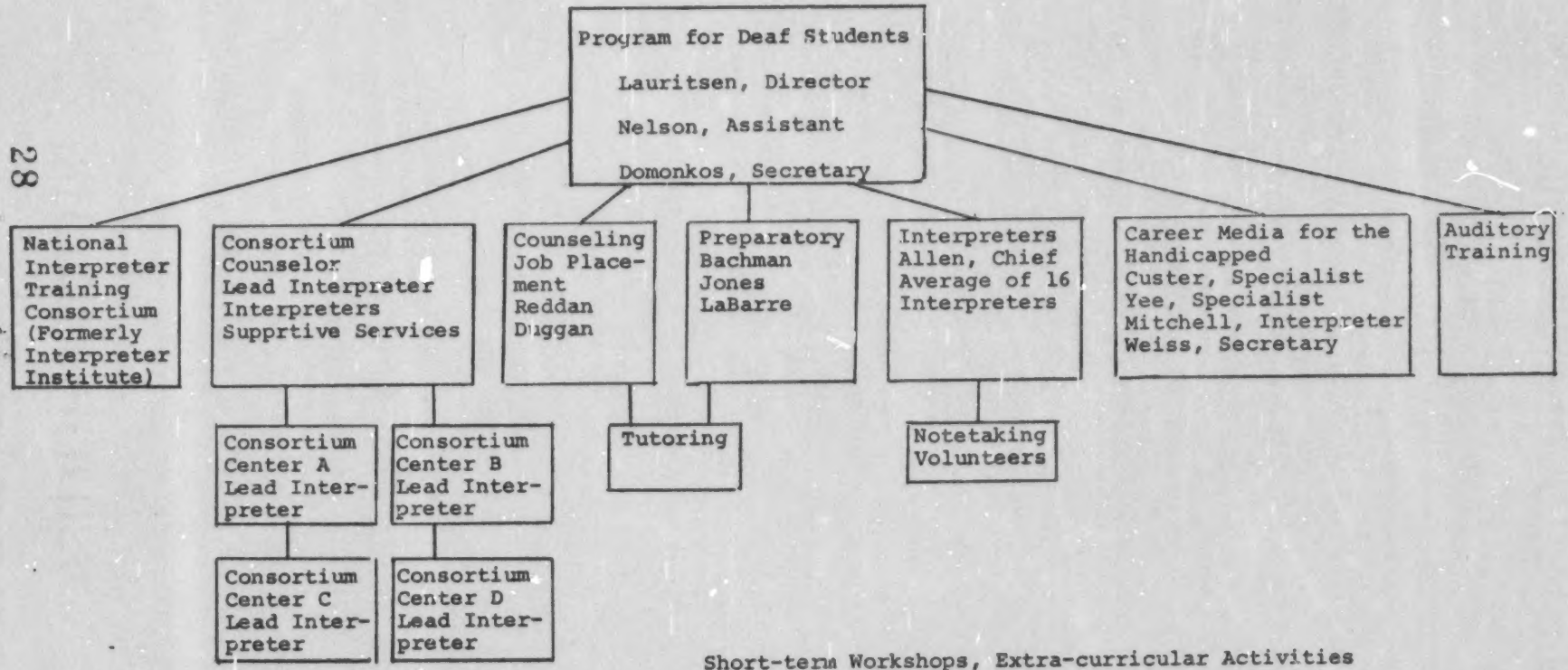
1. Interpreter Institutes:
   Note: Expanded as of June 1, 1974 under the National Interpreter Training Consortium
2. Special short-term workshops
3. Consortium Approach to Education
4. Community Involvement

The manner in which these supportive services are coordinated are illustrated on Chart 2.

The Preparatory Program

Preparatory Program classes are self-contained classes of deaf students. The Preparatory Program is offered four times a year. Fall, Winter and Spring quarter Preparatory Programs are of twelve weeks duration, and the Summer Preparatory Program is eight weeks in length. Each Preparatory Program quarter serves a new group of students. Each Preparatory Program class averages 20 plus students. Therefore, during one full academic year, over 80 new deaf students

CHART II


Program for Deaf Students
Lauritsen, Director
Nelson, Assistant
Domonkos, Secretary
National Interpreter Training Consortium (Formerly Interpreter Institute)
Consortium Counselor Lead Interpreter Interpreters Supprtive Services
Counseling Job Placement Reddan Duggan
Preparatory Bachman Jones LaBarre
Interpreters Allen, Chief Average of 16 Interpreters
Career Media for the Handicapped Custer, Specialist Yee, Specialist Mitchell, Interpreter Weiss, Secretary
Auditory Training
Consortium Center A Lead Interpreter
Consortium Center B Lead Interpreter
Tutoring
Notetaking Volunteers
Consortium Center C Lead Interpreter
Consortium Center D Lead Interpreter

Short-term Workshops, Extra-curricular Activities and Community Involvement are on-going Activities of Appropriate Staff

begin their studies as Preparatory Program students at St. Paul TVI. Four entry times a year permits flexibility in meeting student needs.

Three certified teachers form the nucleus for the Preparatory Program. These teachers are augmented by the Deaf Program Counselors, regular St. Paul TVI staff and community resources.

The Preparatory Program enables students to:

1. adjust to St. Paul TVI
2. adjust to independent living
3. learn to use supportive services
4. continue basic academic preparedness
5. have opportunity to select major area of study with skilled assistance
6. develop secure peer group identification

The majority of entering deaf students at St. Paul TVI have begun their studies as Preparatory students. During the reporting period 420 deaf students have been served.* Of this number, 376 students or 89.6% began as Preparatory students while 44 students or 10.4% began their studies without benefit of the Preparatory Program. This latter group of students were able, on an individual basis, to demonstrate a well-defined training objective, the ability to cope in a predominantly hearing environment, and potential for educational success.

The Preparatory Program is designed for five day a week instruction, with classes meeting six hours a day. All course content is geared towards technical vocational education concepts. The Preparatory Program Request Sheet is shown in Chart 3. The courses offered are:

Communications Two communications classes are taught daily. One class is Communications, Reading and the second class is Communications, English. The communication classes enables students to identify common problems in English usage, spelling, punctuation and capitalization. Major emphasis

*This reporting period has been expanded to include those new students (23) that began their studies during the Summer Quarter 1974. This expanded reporting period permits a reporting period of five full academic years.

PROGRAM REQUEST
DEAF PREPARATORY PROGRAM

DIRECTIONS:
Place an (X) in parenthesis in front of courses requested for next quarter.

NAME _____
last first initial

SOCIAL SECURITY NUMBER _____

Quarter	Course Number	Shop/Lab Units	Credits	Course Number	Complementary Units	Credits
I	( ) 8-01-112	Vocational Exploration	3	( ) 9-7-410A	Personal Management I	3
	( ) 8-01-110	Auditory Training		( ) 9-1-410A	Communications Reading	3
	( ) 8-01-111	Manual Communications		( ) 9-1-411A	Communications English	3
				( ) 9-3-410A	Mathematics	3
				( ) 9-3-411A	Formulas	3
				( ) 9-7-411A	Personal Management II	3
II	( ) 8-01-122	Vocational Exploration	3	( ) 9-7-420A	Personal Management I	3
	( ) 8-01-120	Auditory Training		( ) 9-1-420A	Communications Reading	3
	( ) 8-01-121	Manual Communications		( ) 9-1-421A	Communications English	3
				( ) 9-3-420A	Mathematics	3
				( ) 9-3-421A	Formulas	3
				( ) 9-7-421A	Personal Management II	3
III	( ) 8-01-132	Vocational Exploration	3	( ) 9-7-430A	Personal Management	3
	( ) 8-01-130	Auditory Training		( ) 9-1-430A	Communications Reading	3
	( ) 8-01-131	Manual Communications		( ) 9-1-431A	Communications English	3
				( ) 9-3-430A	Mathematics	3
				( ) 9-3-431A	Formulas	3

Revised: Deaf Preparatory Program 8-01

Date October 1, 1973 Curriculum Manager G W Nelson

Division Manager Robert L Brewster

Counselor Roger Ridder

CHART III

is placed on enabling students to express themselves clearly and concisely through written, spoken and manual responses. Student requirements include term papers, periodic examinations and individual contracts.

A notable feature of the communication classes are situational learning experiences. Several examples of situational learning can be seen in the following questions. Each student provides a written response to these questions which is followed by group discussion.

1. You are working and you want to see your supervisor about your vacation plans. Your department has been very busy, but you want to take three weeks vacation. The company will give you only two weeks paid vacation. WHAT DO YOU WRITE TO YOUR SUPERVISOR?

2. You want to buy a used 1967 Chevrolet. You go to your bank and ask to see the loan officer. You are introduced to him and you give him a note explaining what you want. WHAT SHOULD BE WRITTEN ON THAT NOTE?

3. You want a credit card from Sears and Roebuck Co. You go to the Credit Dept. and ask a clerk for one. WHAT DO YOU WRITE?

4. You have just run out of gas on the freeway late at night. You get a ride to the nearest gas station. WHAT DO YOU WRITE TO THE GAS STATION ATTENDANT?

5. Just before the end of your work day, your boss asks you to work overtime for the first time since you started working there. He wants you to stay from 4:30 to 9:00 PM. You had planned to see a movie at the Deaf Club that night. WHAT DO YOU SAY TO HIM?

A second notable feature of the communication classes are the individual learning contracts. These contracts permit students to explore a wide variety of interest areas, and to develop independent learning skills.

Individual learning contracts permit students to undertake in-depth studies of areas of individual interest. These contracts have included 1) making movies of St. Paul TVI and the Program for Deaf Students, 2) studying various career training objectives, 3) purchase of an automobile, 4) planning of a canoe trip, 5) study of Indian Culture, 6) purchase

of a bicycle, and 7) juvenile delinquency.

Additional components of communication classes include study of employment application forms, daily newspapers, idioms and extended exercises on controlled readers and tachitiscopes.

Mathematics Mathematics provides students with basic mathematical skills such as addition, subtraction, multiplication, division, fractions and decimals, linear measurement and their practical application. For those students who have mastered these skills, algebra and trigonometry are available. At all levels, students proceed at their own pace and are evaluated individually when they feel they have mastered the subject matter. Additionally, this course offers pre-physics presentations since more than half of the Regular Programs at TVI require the successful completion of a course in physics for graduation.

The advent of pocket electronic calculators has added another dimension to Mathematics. Students utilize these calculators on a routine basis.

The nation's switch to the metric system is reflected in the Mathematics curriculum. Practical applications of the metric system are provided routinely.

Personal Management Personal management helps students identify and effectively handle practical management problems in life through units in banking; housing; budgeting; credit; insurance; taxes; the law and legal aid; grooming, personality and the wise use of leisure time. The majority of classroom time is devoted to seminars and group discussion.

Throughout personal management, as throughout the entire Preparatory Program, considerable emphasis is placed on the development of a realistic understanding of self, personal adjustment and interpersonal relations.

A notable addition to the personal management course was the addition of a Health Care Seminar. A unique arrangement evolved with the Health Education Department, of the United Hospitals, St. Paul. The Health Care Seminar is conducted by a variety of medical and para-medical specialists from the United Hospitals. Formal presentations followed by discussions are presented on a vast array of health topics including physiology, basic health needs, nutrition, first aid, birth control, venereal diseases and chemical dependency. United Hospitals personnel that present these, and other topics are carefully selected by the Health Education Department. A primary selection criteria is that presentors have the capability of utilizing appropriate vocabulary and media that is applicable for the deaf learner.

As a result of the cooperative venture between St. Paul TVI and United Hospitals all deaf students are automatically registered and oriented to the out-patient clinic of the hospital for individual health care needs.

Vocational Exploration The majority of entering deaf students have severely restricted knowledge of career opportunities available to them. Vocational exploration provides the opportunity for students to obtain basic information about the forty major courses of study available at St. Paul TVI, in addition to knowledge about career opportunities available at other Minnesota post-secondary institutions. This course addresses such questions as: what kinds of skills and personalities are best suited to a particular occupation? what kinds of constraints and benefits does a particular occupation have?

This course, offered by the Program for Deaf Students Counselors, draws heavily upon the resources of St. Paul TVI, and the community at large.

Hands-on involvement, observation of a variety of training areas, extensive use of media, role-playing, psycho-drama, guest speakers and field trips are all an integral part of Vocational Exploration.

Chart 4 illustrates the course outline for Vocational Exploration.

Formulas The nature of technical vocational education is such that basic knowledge of mathematical concepts are required for successful matriculation. It was self-evident during the first year of the Program for Deaf Students that large numbers of students were having difficulties in their studies due to the inability to make practical application of basic mathematical formulas. A course was initiated to provide base knowledge and practical application of formulas covering such areas as 1) area and volume of squares, rectangles, triangles and circles, 2) Fahrenheit-Centigrade conversions and applications to physics, and 3) square roots.

Auditory Training All incoming students are routinely screened to determine the need for continuing auditory training. Auditory training services have been provided by a Speech Therapist from the Special Education Section of the St. Paul City Schools. The basis of the screening is a communication survey which is attached as Appendix A. Upon completion of the survey the Speech Therapist and individual students make the determination for a need for a continuing program of speech therapy/auditory training.

Manual Communications Manual communications as part of the Preparatory Program has enabled a large number of students to improve their over-all communication skills. Manual communications, or sign language, is also offered to hearing TVI students, to TVI regular faculty and to the community at large. In terms of the Preparatory Program, Manual Communications

CHART IV

VOCATIONAL EXPLORATION OUTLINE

I. General Occupational Information and Career Choice Process

- Career planning
- Aptitudes, interests, skills
- Developing a career profile
- Career interviews
- Writing a job summary
- Decision counseling in the career choice
- Using counseling in the career choice

II. Specific Career Information - TVI and Other Training Opportunities

- How to use the TVI catalog
- Exploration - shop visits (student)
- Exploration - teacher lectures
- Identifying training areas (group competition)
- Career tours (question guide)

III. Attitudes - Success in School and on the Job

- Work efficiency task
- "Rumor Mill"
- Prejudice - How it can work for deaf people and against them
- Do's and don't's for training and jobs
- Student record (transcripts, letters of reference)
- Promotion on the job
- "I want a raise" - How to ask the right questions
- Student - Interpreter - Teacher, defining the roles

IV. Job Seeking

- Job leads
- "You're hired" - The hiring process
- Interview skills
- Applications
- Preparing the resume
- Job seeking strategies

is an optional course. The Program for Deaf Students serves students from a wide geographical base, and students with widely varying educational backgrounds. This course has proven to be of value to students who have been labeled as "oral failures" and who otherwise lack a single satisfactory communication channel.

Beginning with the Fall Quarter, 1969 and continuing through the Summer Quarter, 1974, there have been twenty (20) Preparatory classes of Deaf Students at St. Paul TVI. Each class has been unique. Pictures of these twenty classes line the walls of the Program for Deaf Students. These group pictures are a source of pride for the students and serve as a timely practical resource for "who's who" among the deaf students.

The Junior National Association of the Deaf camp is located on Swan Lake near Pengilly, Minnesota in the northern part of the state. The closeness of this camp to St. Paul TVI has made it possible for the Summer Quarter Preparatory Students to have a camping-learning experience. In addition to summer experiences, Preparatory students have used the camp as a recreational facility throughout other times of the year.

Preparatory Students are quickly assimilated into the activities of St. Paul TVI and the community. The TVID Club is a club for all deaf students at St. Paul TVI. The TVID Club engages in a variety of fund-raising activities, recreational activities and drama events. Preparatory students field their own athletic teams. The football (flag) prowess of the "Deaf Preps" is well known at St. Paul TVI. Deaf Preps have won the all-school championship and have been runner-ups on several occasions.

The Preparatory Program is a valuable transitional program for students providing a meaningful bridge between secondary educational programs and status as a "regular" post-secondary student. This bridge is further strengthened

by the use of mini-curricula. As noted, one of the goals of the Preparatory Program is to enable students to select a major area of study. Once that area of study is selected, students are provided mini-curricula which are in essence readiness cirricula for the new major area of study.

Preparatory Program students clearly indicate the value of the Preparatory Program through written evaluation. The form used for this purpose is attached as Appendix B. The most significant indicators of the value of the Preparatory Program are the individual growth of the students and the success that students enjoy as regular students, secure in their knowledge they can compete in a hearing environment.

"The Regular Program"

The terms "regular program" or "major area students" are in-house terms used to differentiate Preparatory Program students from those students who were direct entry students into regular programs at St. Paul TVI, and those students who have completed the Preparatory Program and are in regular programs of study at St. Paul TVI. The regular TVI programs permit mainstream education; deaf students attending classes with hearing students.

The differentiation between Preparatory Program students and regular program and/or major area students is made at this point for emphasis of the remaining supportive services and the impact of these services on regular students.

Counseling

Counseling and counselors are defined in a variety of ways, frequently as a result of the setting in which counseling takes place. The two counselors in the Program for Deaf Students at St. Paul TVI perform in a variety of ways. There are a minimum of five major areas of counselor responsibility in the

program which include: educational counseling, vocational counseling, personal-social counseling, placement and follow-up services and administrative duties.

Educational counseling includes helping students plan appropriate programs of studies in which they can do rewarding and satisfying work. Counselors provide in-depth information regarding various types of educational opportunities both with St. Paul TVI and at other post-secondary programs available within the community. Educational counseling includes helping the student find appropriate resources such as tutorial assistance when academic difficulties are encountered.

Vocational counseling assists students in developing a better understanding of the world of work; and the skills, abilities and training necessary for success in various occupations. Students are assisted in understanding their interests and aptitudes through communication with the counselor. Counseling sessions include the sharing of data obtained from instruments such as the Wechsler Adult Intelligence Scale (WAIS) verbal and performance test scores, the General Aptitude Test Battery (GATB) of the State Employment Service as well as other reading and math aptitude tests. Vocational exploration through hands-on experiences and observation is provided in the major areas of study at St. Paul TVI, in neighboring post-secondary institutions, and in the community at large.

Personal-social counseling focuses on independent living skills, adjustment to technical vocational education, adjustment to a predominantly hearing educational environment, and understanding of job demands such as punctuality, getting along with others, and producing appropriate quantity and quality of work. The goals of personal-social counseling also include development and use of appropriate community agencies such as adequate medical, social and psychological services to serve the total needs of deaf students.

Placement is a critical supportive service in the St. Paul TVI program to assure the student adequate employment after training. Follow-up comes in sequence to assure continued job success and provide further alternatives for greater levels of job mobility and satisfaction. Placement and follow-up assistance is given to students remaining in the immediate metropolitan area. Students who return to their home area are assisted by follow-up contacts with local vocational services to assure continuing adequate job placement assistance as needed. Graduates of the TVI Program for Deaf Students are given help in making out resumes and are taught the fundamentals of job seeking in classroom and counseling sessions.

Administrative duties for program counselors include admission of students and class placement of students within the regular areas of study at St. Paul TVI, liaison with vocational rehabilitation agencies including assurance of financial support. Other administrative duties are student housing, program newsletter and involvement in community activities.

Program Counselors, Reddan and Duggan, have provided a further description of counseling activities in an article entitled, "The Role of the Counselors in an Integrated Technical-Vocational Program for Deaf Students", Deafness Annual, Volume III, Professional Rehabilitation Workers with the Adult Deaf, 1973, Silver Spring, Maryland.

Each incoming student is assigned to a counselor. This assignment takes place on the first day of a new quarter. Counselors Reddan and Duggan are responsible for specific major areas of study within St. Paul TVI. Should student "A" be assigned to Counselor Reddan as a Preparatory student, and then select a major area of study that Counselor Duggan is responsible for, then student "A" will be reassigned to Counselor Duggan. In select cases, student "A" may continue with Counselor Reddan for personal-social counseling, yet

work with Counselor Duggan for educational considerations.

Student programming is a major and critical activity. It is essential that students are placed in classes and major areas of study where success is a reasonable expectation. Successful student programming occurs when the counselors are fully cognizant of a student's abilities and the individual course requirements of a given major area of study. For example, certain students are best served by being "cross-registered" students, i.e., enrolling in regular courses of study taught by regular TVI faculty, and enrolled with Preparatory instructors for related course work for full credit. Student programming is most frequently a complex task. Some of the activities that comprise student programming are:

1. Assist Preparatory teachers in the planning of Preparatory class schedules for each quarter.

2. Enroll Preparatory deaf students in day or evening extension classes for purposes of career exploration.

3. Participate in staffings with Preparatory teachers to discuss student progress and recommendations for regular training.

4. Scheduling regular deaf students in appropriate classes.

5. Assisting the head interpreter prepare interpreter schedules for regular deaf students, exploration activities of Prep students and night extension students.

6. Work with program coordinators on over-all program changes which would benefit deaf students. This might mean the support of the establishment of a new training area.

7. Consult with regular instructors on student progress and problems and modification of course curriculum and delivery where indicated.

8. Meet with interpreters to discuss student progress, special problems, and recommendations interpreters might have regarding student programs.

The scope of counseling activities, in addition to those already discussed can be viewed in the following listing:

1. Provide program information to deaf people and possible referral agencies by:

   - Lectures, slide presentations, movies presented to parent groups, rehabilitation organizations (e.g. PRWAD), students and staff of schools serving deaf students.

   - Editing program Newsletter which is sent to a large number of schools, agencies, deaf organizations, throughout the country.

   - Answering inquiries which come in by mail and telephone from all regions of the United States and other countries.

   - Assist in the development of mediated career program presentations.

   One of the counselors wrote the script for the film, "After High School, What?" which depicts the life-style of deaf students at St. Paul TVI.

2. Collect and review applications of deaf students who wish to enroll in the program. Starting dates are assigned to new students according to their interest and space available in the Prep Program.

3. Arrange for initial housing of incoming new deaf students.

4. Assist deaf students in their adjustment to housing, independent living and the new community by:

   - Maintaining contact with landlords and housing directors and helping them better understand the problems which young, inexperienced and uninformed tenants and residents, which many of our deaf students tend to be. One counselor serves as a member of the Board of Directors of one of the private girls residences with a large population of TVI deaf students.

   - Coordinating needed medical services which are provided by the TVI school nurse and the United Hospitals Inc. of St. Paul.

   - Providing information and coordinating involvement of deaf students in social-recreational activities offered by TVI and the community at large.

   - Working with community and private agencies offering services to deaf students (Health Dept., Police, Insurance Companies, Small Claims Court, Employment Service).

5. Maintain placement and follow-up reports and other program information.

6. Being involved in counseling services offered to the total TVI student body. Examples of these are:

   - Financial Aids Office for the entire shcool student body.

- Counseling responsibilities for an entire training area in the day school (including both hearing and deaf students).

- Extension school registration and counseling.

- Admissions interviewing and counseling for day school programs.

- Participation in employer and student recognition events.

This involvement is related to the philosophy that the success of the Program for Deaf Students is related to the contributions that the deaf students and program staff can make to the institution at large.

7. Maintain contact with DVR, other referring agencies and agencies providing services to the deaf students.

   - Coordinate financial support given to the student and providing recommendations for increasing or decreasing supports when necessary.

   - Consult with agencies concerning important student decisions in areas of training and independent living.

   - Provide regular progress reports on deaf students.

   - Make recommendations for students training plan following the Preparatory Program. If the student decides not to continue training, recommendations for other alternatives (employment, rehabilitation facilities) are made.

   - Initiate placement activities for students not seeking work in the Minneapolis-St. Paul area.

8. Maintain contact with parents of deaf students, informing them of training recommendations, school progress, independent living adjustment, and other important student information.

9. Develop supportive services within TVI and in the community which will assist deaf students in their over-all school and community adjustment. Examples of these services include psychiatric treatment, legal aid and employment services.

Interpreting

In 1969, interpreters in post-secondary education were just beginning to emerge.

In 1974, at St. Paul TVI, interpreters had become the cornerstone, the vital link, in making possible mainstream education for deaf students.

The development and growth of the educational interpreter since 1969 has been significant. In 1969 there were no formal interpreter training programs. Interpreters were recruited from the local community and tended to be hearing children of deaf parents. The pool of qualified interpreters was severely restricted.

Post-secondary programs for deaf students brought increased visibility to Deafness. Increased visibility brought a heightened awareness of Deafness on the part of hearing persons. Hearing persons, in large numbers, demanded first sign language classes, and then interpreter training programs.

St. Paul TVI responded to this public demand and initiated a six week summer Interpreter Institute in 1972. The Interpreter Institute was repeated in 1973 and 1974. There have been 88 graduates from the Interpreter Institutes.

The demand for interpreter training was, and is, a national demand. Accordingly, the Office of Deafness and Communicative Disorders of the Rehabitation Services Administration established as top priority for a five year period beginning in 1974, the need to increase the number and quality of interpreters serving the Deaf Community. In response to this priority, six educational institutions across the country joined together to form the National Interpreter Training Consortium (N.I.T.C.). St. Paul TVI is one of the institutions. The additional five institutions are; New York University, Gallaudet College, University of Tennessee, University of Arizona and California State University at Northridge. The prospects of the N.I.T.C. are indeed exciting.

The summer Interpreter Institutes have been the major source for interpreters at St. Paul TVI. For example, during the 1973-74 academic year sixteen interpreters were employed. Of this number, thirteen interpreters were graduates of a summer Interpreter Institute.

Interpreter Institutes at St. Paul TVI will continue as a part of the

N.I.T.C. St. Paul TVI will continue to hire from Interpreter Institutes. Importantly, St. Paul TVI will have increased capacity to provide interpreter training for a multi-state area in collaboration with other members of the N.I.T.C.

For this five year reporting period St. Paul TVI employed one Chief Interpreter on a contract basis, with all other interpreters employed on an hourly basis. As new funding patterns emerge for the 1974-75 academic year, and future years, payroll changes will be sought for hourly interpreters.

The value of interpreters can be viewed in part by the number of interpreting hours in relation to the total number of students, preparatory and regular, served during the Fall Quarters since 1969. This relationship is shown in the following chart.

CHART V Interpreting Hours, Fall Quarters 1969-1973
In relation to total number of students

Year	No. of Preparatory Students	No. of Regular Students	Total No. of students	No. of Interpreters	Interpreting hours
1969	25	15	40	4	980
1970	29	45	74	10	3391
1971	32	53	85	15	4328
1972	21	78	99	19 *	5697
1973	26	73	99	19 *	5860

*Includes part-time interpreters for the month of September.

During the full 1973-74 academic year, approximately 20,000 interpreting hours were provided.

Deaf students at St. Paul TVI present a wide and varied range of academic abilities and matriculate in a wide variety of training areas. These two factors dictate that the duties of the Interpreter also vary widely.

Interpreting duties include combinations of the following tasks:

1. Five to six hours per day interpreting. These hours may or may not be full hours. In shop/lab areas interpreting may range from a few minutes per hour to a full hour.

2. Developing mini-curricula which are "readiness curricula" for Preparatory students. For example, developing readiness curricula for

Preparatory students who will enter regular areas of training the following quarter. Selected Interpreters teach the mini-curricula to Preparatory students under supervision of Preparatory teachers.

3. Interpreters are expected to rotate as needed on a quarterly basis to increasingly more difficult interpreting assignments.

4. Interpreters assist in leading visitors on tours of St. Paul TVI.

5. Interpreting for student activities including Student Union activities, assembly programs, blood drives and donations, etc.

6. Interpreting for regualr students on field trips.

7. Interpreting for job interviews.

8. Interpreting on the job for students who have graduated.

9. Compiling regular area curriculum and vocabulary lists. These are used by the Interpreters for preparing for interpreting and also used by Preparatory Instructors in maintaining current curriculum.

10. In-service training including studying and updating sign language vocabulary. This training involves use of a variety of media including video tape equipment. Formal classes are held by the Chief Interpreter and outside specialists.

11. Selected office duties, including gathering of research data, maintaining absentee lists, collating sign language books, etc.

In addition to these tasks, St. Paul TVI Interpreters have assumed other major responsibilities. For example:

... Interpreter Sandy Gedde has been the assistant Instructor in the summer Interpreter Institute.

... Interpreter Mary Meyer Shie led the TVID Drama Group during the 1972-73 academic year.

... Interpreter Linda Lesar led the TVID Drama Group during the 1973-74 academic year.

... Interpreter Susan Morgan has published an article entitled "Interpreting as an Interpreter sees it", Journal of Rehabilitation of the Deaf, Vol. 7, No. 3, January 1974, Professional Rehabilitation Workers with the Adult Deaf, Silver Spring, Maryland.

... Interpreter Jann Harris has developed a position paper entitled "Educational Interpreting: Training and Certification".

... Interpreter Susan Morgan was a participant in the University of Illinois research program on Interpreting.

... Interpreter Karen Guida provided interpreting service for a deaf consortium student at Pipestone, Minnesota, 196 miles from St. Paul TVI, and was featured on local television.

... Interpreters Sandy Gedde, Linda Lesar and Susan Morgan provided interpreting services at the 1974 COSD Forum on Careers, Denver, Colo.

... Interpreter Jackie Anderson edits the St. Paul TVI Program for Deaf Students Newsletter.

... Interpreter Susan Morgan played a key role in the St. Paul TVI's Workshop on Improving Health Care Delivery Services for Deaf People as a member of the Planning Committee.

... Interpreters Linda Lesar, Jackie Anderson, Jeanne Maietta and Sandy Gedde have formed the TVI Interpresingers group.

... TVI Interpreters are active members, including office holders of the Minnesota Registry of Interpreters for the Deaf.

... TVI Interpreters teach sign classes throughout the community. A partial listing of classes include Adult Education classes, High School classes, Audiologists at the University of Minnesota, Special Education classes at the University of Minnesota, parent classes, classes in industry where deaf persons are employed and College Interim study groups.

... TVI Interpreters participate in research activities at the University of Minnesota.

... TVI Interpreters provide community interpreting for the Governor's Commission on Employment of the Handicapped, special workshops and banquets.

... TVI Interpreters provide services in medical and legal settings.

This listing is but a sample of the varied activities that St. Paul TVI Interpreters have become involved with.

The educational and work experience background of St. Paul TVI's Interpreters is varied. Of the sixteen interpreters employed during the 1973-74 academic year, six were college graduates, five had completed two years of post-secondary training, two had completed one year of post-secondary training, and three were high school graduates. Work experiences varied widely including legal secretary, occupational therapist, secretarial work, food service, retail merchandising, cosmetology, teacher's aid, supervisor in deaf residential

school dormitory, bookkeeping, parish worker and child care worker. These varying backgrounds blend well together to form a cohesive staff that serves deaf students well.

The educational interpreter, well trained and qualified is essential to the success of post-secondary education programs for deaf students. St. Paul TVI is committed to a continuing effort to provide the highest possible quality level of educational interpreting.

Note-taking, Tutoring and Auditory Training

Note-taking services are an on-going educational service for deaf students. Hearing students volunteer to be note-takers under guidance of the Interpreters who in turn report back to Preparatory Instructors and Counselors. Note-takers use a special notebook that features self-carbon paper in a notebook that has a "third" cover to regulate the number of carbons.

Tutoring for deaf students is provided by Preparatory Instructors, regular faculty, Interpreters, and outstanding hearing students. Tutoring is provided for all deaf students as needed. Interpreters maintain weekly log sheets on all regular deaf students. Log sheets provide a formal means of insuring students needs are met.

Auditory training is provided for students on a regular basis. All new students are automatically screened and complete a communication survey. All students requesting continuing auditory training receive this service. The services of a Speech Therapist have been made available through the Special Education Section of the St. Paul Public Schools.

Extra-curricular activities

Deaf students profit from post-secondary training in skill acquisition areas. Deaf students also profit from a wide variety of extra-curricular

activities. The Deaf Preparatory Flag Football team has won the all-school championship. Deaf students have won the all-school chess championship. Deaf students from St. Paul TVI participate in local, regional and national athletic events. Deaf students from St. Paul TVI participated in the 1973 Deaf Olympics at Malmo, Sweden winning Olympic medals in swimming, wrestling, and basketball. The TVI Deaf Drama group is a sought after entertainment group performing throughout Minnesota at colleges, universities, public schools, banquets and a variety of business, social and professional organization meetings. In addition deaf students are active in a wide variety of additional activities including cross-country and down-hill skiing, horseback riding, skeet-shooting, canoeing, to name a few. The appropriate blending of post-secondary training and extra-curricular activities combine to provide deaf students a well-balanced educational experience.

VII. RELATED PROGRAMS

Career Media for the Handicapped

St. Paul TVI maintains a program of Career Media for the Handicapped. This program was made possible under Contract OCE-0-71-4673-(613) with Media Services and Captioned Films, Bureau of Education for the Handicapped, United States Office of Education. This program was funded by Media Services and Captioned Films from June 29, 1971 - February 28, 1974. Effective March 1, 1974 guidance and funding has been received from the National Center for Educational Media and Material for the Handicapped, Ohio State University.

The Media Program is developing and promoting vocational education media that will lead to adequate career selection, career training and job opportunities for handicapped people. The Program is developing Media that will be suitable for teachers and counselors of handicapped children and adults, the families of handicapped children and adults and handicapped persons themselves. The Program has developed validated career counseling packages entitled Vocational Exploration Packages (VEP's) and training packages entitled Readiness Curriculum Packages (RCP's). Functional language instruction is a part of these packages. Materials developed to date have been for Machine Tool Processes. The second series of packages will be for General Office Practices. The VEP's and the RCP's incorporate the following features:

1. Exportable: packages are totally self-contained and designed to be shipped directly to the consumer.
2. Programmed Learning: packages feature adaptation to Project Life Hardware. The student/client user is forced to make learning/educational choices.
3. "Hands-on" learning: the literature indicated "hands-on" experiences enhances learning for the handicapped student. The packages provide actual hands-on experiences.

4. Four-way Simultaneous Communication: the literature has not demonstrated one single effective communication method for all handicapped students. These packages present four-way simultaneous communication methods including: 1) sound, 2) total "word for word" captioning plus high-light captioning, 3) opportunities for lip-reading and 4) sign language and finger-spelling. The total communication format can only be accomplished by motion. Thus all programmed materials in the final form are designed for motion picture projector. This projector is compatible with Project Life Hardware.

The Media Program, while maintaining its own staff, interacts daily with deaf students, the Program for Deaf Students Staff, the regular St. Paul TVI staff and the student body, and the community at large. All media packages that are developed and produced will be available for national distribution.

Short-term Workshops

A number of short-term workshops were held during the reporting period. One example is a workshop entitled "Improving Health Care Delivery for Deaf People". This workshop was sponsored by the Minnesota Department of Public Welfare, the Minnesota Division of Vocational Rehabilitation, the Minnesota Regional Hearing Center, the Minnesota Registry of Interpreters for the Deaf, the Deaf Community, United Hospitals, the Veteran's Administration, and St. Paul TVI.

This workshop attracted in excess of 250 persons from the Health Care Field and from the various specialized areas of Deafness.

Features of the workshop included psycho-dramas directed by Mel and Sharon Carter, Teachers of the Deaf, North Carolina, illustrating the reality and the ideal of deaf persons seeking medical care; the Health Delivery Systems looks at the Deaf Person by Dr. Michael Paparella,University of Minnesota Medical School; the Interpreter looks at the Deaf Person in the Health Care Delivery System by Dr. Lottie Reikehof, Gallaudet College; and the Deaf Person looks at the Health Care Delivery System by Bernard Bragg, National Theater of the

Deaf. Additional features included discussion group activity and mini-workshops.

The objectives of the workshop were:

1. To stimulate the awareness of the health care delivery system to the needs of deaf people.

2. To encourage the deaf person in his right to ask that his special needs be met in the health care setting.

3. To raise responsible interest in meeting the needs of the deaf by decision-makers in health care delivery.

4. To encourage medical interpreting as an important adjunct to health care delivery for the deaf.

Consortium Approach to Education

Deaf students have responded positively to the post-secondary educational opportunities provided for them at St. Paul TVI. Since September,1969, selected deaf students have completed the Preparatory Program at St. Paul TVI, and have successfully matriculated at training programs as "satellite students", or consortium students. These students have been enrolled in courses not currently available at St. Paul TVI including Optical Technology, Dental Technology, Landscape Technology and Upholstery. The success of these students argued that St. Paul TVI formalize the Consortium approach thus making an "unlimited" number of post-secondary education options available to deaf students.

Within the St. Paul-Minneapolis metropolitan area there are numerous excellent rehabilitation facilities, six additional area technical vocational institutes, six community colleges, numerous four year colleges and the University of Minnesota. Many of these institutes have expressed a desire and commitment to cooperate with St. Paul TVI in providing expanded post-secondary education opportunities for deaf people.

St. Paul TVI is a natural and logical institution for serving as a hub or center for a consortium approach. St. Paul TVI has developed an expertise in serving deaf students, has qualified manpower and the resources to train additional manpower as needed.

The consortium approach in its simplest form permits deaf students eligible for post-secondary education to begin their studies as Preparatory Students. As suitable educational training objectives emerge during the Preparatory Program, students are eligible to choose from the 40 choices available directly at St. Paul TVI, or from the hundreds of choices available at other metropolitan area technical vocational institutes, community colleges, colleges and universities. Selected students profit from rehabilitation facilities receiving personal-social adjustment services, extensive psychological services and vocational diagnosis as appropriate. St. Paul TVI provides special supportive services at any of these facilities by use of appropriate satellite staff. This special staff includes counseling, interpreting, tutoring, auditory training and note-taking.

Community Involvement

Community involvement has evolved in numerous ways. Of note is the excellent cooperative program providing health education, and health care with the United Hospitals of St. Paul. United Hospital personnel teach a health education course to deaf students at St. Paul TVI on a weekly basis. Those health care needs that cannot be met by the TVI nursing staff are managed at United Hospitals. Mention has already been made of TVI's Deaf Drama group performing throughout the State. TVI Program for Deaf Students staff are actively involved as instructors throughout the metropolitan area. Staff members serve on a variety of Boards of community agencies, and are involved in a variety of state, regional and national activities including the National Association of the Deaf, the Council of Organizations Serving the Deaf, the Professional Rehabilitation Workers with Adult Deaf, the National Fraternal Society of the Deaf, the state and national Registry of Interpreters of the Deaf and the Conference of Executives of American Schools for the Deaf.

VIII. THE STUDENTS

The Program for Deaf Students at St. Paul TVI opened its doors to forty deaf students in September, 1969. It is interesting to note that the first forty students all learned of St. Paul TVI's Program for Deaf Students through the "deaf grape-vine", since no Program brochures were available until Oct.,1969.

Throughout the five year reporting period, 420 deaf students from thirty states, the District of Columbia and Canada have matriculated at St. Paul TVI.

The rate of student application at St. Paul TVI has increased annually. The rate of application for the 1974-75 academic year is substantially higher than for any preceeding year. The increasing rate of student applicants is significant in view of the growth of post-secondary education programs for deaf students. In 1969, there were less than ten post-secondary programs for deaf students throughout the United States. In 1974, there are at least 46 post-secondary programs for deaf students.

Admissions

Admissions criteria are an essential ingredient for any post-secondary education program. The needs of the population to be served must be well identified. The host facility must offer an array of training areas that best meet these needs. Within the host facility there must be appropriate and sufficient supportive services to maximize the needs of the population to be served, and to blend these needs into the array of training areas available.

The nature of technical vocational education is well suited to meet the needs of large numbers of deaf students. Technical vocational education can challenge students who are gifted academically, students who have demonstrated average academic competency, and students for whom academic education has been a difficult process. A more detailed description of the suitability of tech-

nical vocational education for deaf students can be found in two separate articles; "Technical Vocational Education of the Deaf ... 1973", Robert R. Lauritsen, Deafness Annual, Volume III, Professional Rehabilitation Workers with the Adult Deaf, Inc., Silver Spring, Maryland, and "Technical Vocational Education of the Deaf ... 1974", Robert R. Lauritsen, Deafness Annual, Volume IV, Professional Rehabilitation Workers with the Adult Deaf, Inc., Silver Spring, Maryland.

Every attempt has been made at St. Paul TVI to "screen in" deaf students. The under-lying philosophy at St. Paul TVI is that students are eligible for acceptance if they have hearing losses which restrict their opportunities for success in regular post-secondary education programs without at least one of the supportive services available. This basic philosophy places the basic admission criteria on the person as he/she functions with a hearing loss. It is highly desirable that an individual be eligible for vocational rehabilitation in their respective states.

Graduation from high school is preferred. If graduation from high school has not occured, it is then desirable that the individual has been out of high school for at least one year. The rationale for this policy is to encourage all prospective students to complete their high school education. Those individuals who have not been able to complete a high school program are encouraged to complete an application for admissions. These individuals receive the same attention as all applicants, i.e., their applications are considered individually. During the reporting period, 16 students were admitted that had not graduated from high school. These students, whenever possible, are encouraged to complete the GED examination process. In several instances, the secondary school last attended by the student has been encouraged to issue the high school diploma upon the student's successful completion of a post-secondary course of study.

Every attempt is made to program individual students for a successful post-secondary education experience. Each application is examined carefully in light of the training programs at St. Paul TVI, or at a training program available through the consortium approach practiced at St. Paul TVI.

The admissions process involves collecting information in five major areas. These areas are:

1. High school achievement in both academic and vocational classes.
2. Aptitudes and interests as measured by valid tests and/or documented statements by former instructors, and by referring counselors.
3. Personal-social strengths and needs which are documented in counselor reports and letters of response.
4. Work skills as evidenced in actual work situations.
5. Communication skills.

Every attempt is made to discover positive information in these areas that indicate potential for success in post-secondary education.

In some instances, St. Paul TVI has been requested to accept students because of personal-social needs. For example, a student who has poor communication skills might improve his manual communication skills through exposure to a total communication environment and might, in the process, become better adjusted socially and vocationally. Even in such cases an effort is made to isolate a viable training goal, since the student will usually not be satisfied unless they fit into the mainstream of the program, namely occupational skill training.

St. Paul TVI has consistently accepted applicants who, on the basis of admissions data, were considered high risk students. These students' application data revealed significant problems in a combination of the five areas listed above. Sixty-six students were accepted with the notation of high risk. Of this number, 31 students completed training objectives, 8 are in

training programs making satisfactory progress and 27 were unable to complete their training objective. Stating this another way, of 420 students accepted during the reporting period, 66, or 15.7% were identified as high risk students. Of this number, 39 students, or 59% either successfully completed a training objective or are making satisfactory progress towards completion of the training objective.

The rate of non-acceptance has dropped significantly during the reporting period. During the first three years of the program, there were 93 applications that were not accepted because of what appeared to be extremely high risk status of the applicants. For the last two years of the reporting period, the total number of non-acceptance dropped to four per year for a total of eight non-acceptances. Over 160 applications have been processed for the 1974-75 academic year. Of this number, 4 have not been accepted, a non-acceptance rate of 2.5%. Stating this positively, 97.5% of all applicants can be expected to be admitted to the Program for Deaf Students.

There appear to be four major reasons for the current high acceptance rate. They are:

1. A stable staff at St. Paul TVI. Stable staff with the ingredients of maturity and experience in technical-vocational education yields a high rate of confidence to deal adequately with a wide range of students.

2. Increased enrollment. From a beginning of 40 students in 1969, St. Paul TVI, in the 1973-74 academic year served 167 students.

3. Referring counselors and agencies make appropriate referrals.

4. Development of a wider range of training options. St. Paul TVI remains responsive to actual employment needs of the community. New training programs have been added. St. Paul TVI practices the consortium approach, thus opening up numerous additional training areas.

Students who are not accepted do have recourse. They may re-apply at a later date. In a number of instances non-accepted students were strongly

encouraged to demonstrate stability in employment for a specified period of time, usually 6-12 months, and then re-apply. This procedure has proven extremely successful in a number of instances. All non-accepted applicants, and their referring counselors are encouraged to contact St. Paul TVI should they wish to discuss any aspect of the application. Acceptance may come at this point. In these instances, students often are noted as high risk students, but, because of the nature of the acceptance process, the student has a better understanding of the need for hard work once in the Program for Deaf Students.

Students are accepted for four different starting times (Fall, Winter, Spring, and Summer Quarters). An attempt is made to accept students at the most advantageous time. Since some training areas start only once annually, usually in the Fall, it is important to time their preparatory quarter so that they will have a continuous training program. This would mean, for example, that a student interested in Auto Mechanics, starting in June, might be best served by a Spring Preparatory Program.

Since students are conditioned to start school in the fall with a summer break, fall admissions have the best acceptance rate. Students accepted for later starts (December, March), are more apt to seek other training programs or employment. Once the student finds employment, he/she may decide to stay on the job and not come to school.

Success of recruitment and admissions seems to be related to the existence of well-informed contact people in schools and Vocational Rehabilitation agencies. With turnover of these key people, the referral process is noticeably affected. However, the reputation of the program which is largely spread by TVI students to their respective schools, has insured a steady flow of applications.

Admissions is a year around, daily activity. The flexibility and responsiveness of technical vocational education is ideal for large numbers of deaf persons.

Demographic Data

Students are the main focus of all activities. The supportive services enumerated make it possible for deaf students to achieve success in a post-secondary education institute normally serving hearing students.

During the reporting period 420 deaf students matriculated at St. Paul TVI. Following is basic demographic data on the students.

CHART VI

HOME STATES

TOTAL: 30 STATES, DISTRICT OF COLUMBIA, CANADA

States	Total	States	Total
Canada	21	New Hampshire	1
Connecticut	7	New Jersey	4
Dist. of Columbia	4	New York	16
Florida	2	North Carolina	1
Illinois	43	North Dakota	13
Indiana	8	Ohio	3
Iowa	32	Oklahoma	2
Kansas	10	Pennsylvania	11
Kentucky	5	Rhode Island	2
Maryland	10	South Carolina	1
Massachusetts	9	South Dakota	17
Michigan	10	Vermont	1
Minnesota	116	Virginia	3
Missouri	8	West Virginia	1
Montana	2	Wisconsin	50
Nebraska	7	Wyoming	1
		TOTAL STUDENTS:	420

CHART VII

STUDENTS SERVED BY QUARTER

	Preparatory Students	Regular Students	Total Students
Fall 1969	25	15	40
Winter 1969-70	17	31	48
Spring 1970	17	34	51
Summer 1970	12	14	26
Fall 1970	29	45	74
Winter 1970-71	16	64	80
Spring 1971	19	60	79
Summer 1971	14	28	42
Fall 1971	32	53	85
Winter 1971-72	18	69	87
Spring 1972	17	76	93
Summer 1972	23	36	59
Fall 1972	21	78	99
Winter 1972-73	19	80	99
Spring 1973	21	79	100
Summer 1973	23	36	59
Fall 1973	26	73	99
Winter 1973-74	24	83	107
Spring 1974	20	71	91
Summer 1974	23	52	75

CHART VIII

MALE-FEMALE RATIO OF STUDENTS

Female	175
Male	245
	420

CHART IX

EDUCATIONAL BACKGROUND

Residential	302
Day/Integrated	102
Non Graduates	16
	420

CHART X

AREAS OF TRAINING OF STUDENTS AND GRADUATES BY TRAINING AREA

Total: 38 Training Areas

Area	Total	Grad
Accounting Special	2	1
Adult Special	1	0
Apparel Arts	13	9
Auto Body	9	6
Auto Mechanics	2	2
Bricklaying (sat)	1	1
Bookkeeping-clerk	10	7
Cabinetmaking	10	5
Carpentry	5	2
Chemical Technology	3	1
Child Care	1	0
Cosmetology	7	4
Data Processing	5	0
Dental Technology (sat)	2	1
Drafting	1	0
Electro-Mechanical Tech.	3	2
Electronics	1	0
Design Technology	2	1
General Office Practice	98	94
Graphic Arts	59	45
Highway Technology	1	1
Hotel & Restaurant Cook	4	2
Industrial Hydraulics	2	1
Keypunch	5	1
Landscape Technology (sat)	2	2
Machine Tool Processes	45	15
Medical Lab Assistant	6	4
Nurses Aide	3	3
Optical Tech. (sat)	2	2
Plumbing	1	1
Poodle Groomer	1	1
Production Art	3	2
Sheetmetal	6	3
Tool & Die	1	0
Traffic Transportation	1	1
Upholstery (sat)	2	0
Watchmaking	1	1
Welding	10	4
	334	225

CHART XI

Results of a Diagnostic Mathematics Test. Note: A score of 16 correct or better indicates comprehension of basic arithmetic principles including addition, subtraction, fractions, decimals, multiplication, division, percentages, and square roots. The test is a non-language instrument. N=346

NUMBER OF CORRECT ANSWERS/25	STUDENTS	NUMBER OF CORRECT ANSWERS/25	STUDENTS
1	2	11	29
2	10	12	23
3	4	13	18
4	18	14	18
5	21	15	23
6	27	16	14
7	29	17	7
8	32	18	3
9	32	19	5
10	31	20	-

Note: 317 students, or 91.62% of all students were unable to demonstrate basic arithmetic proficiency at entrance.

These results are graphically illustrated on Chart XII.

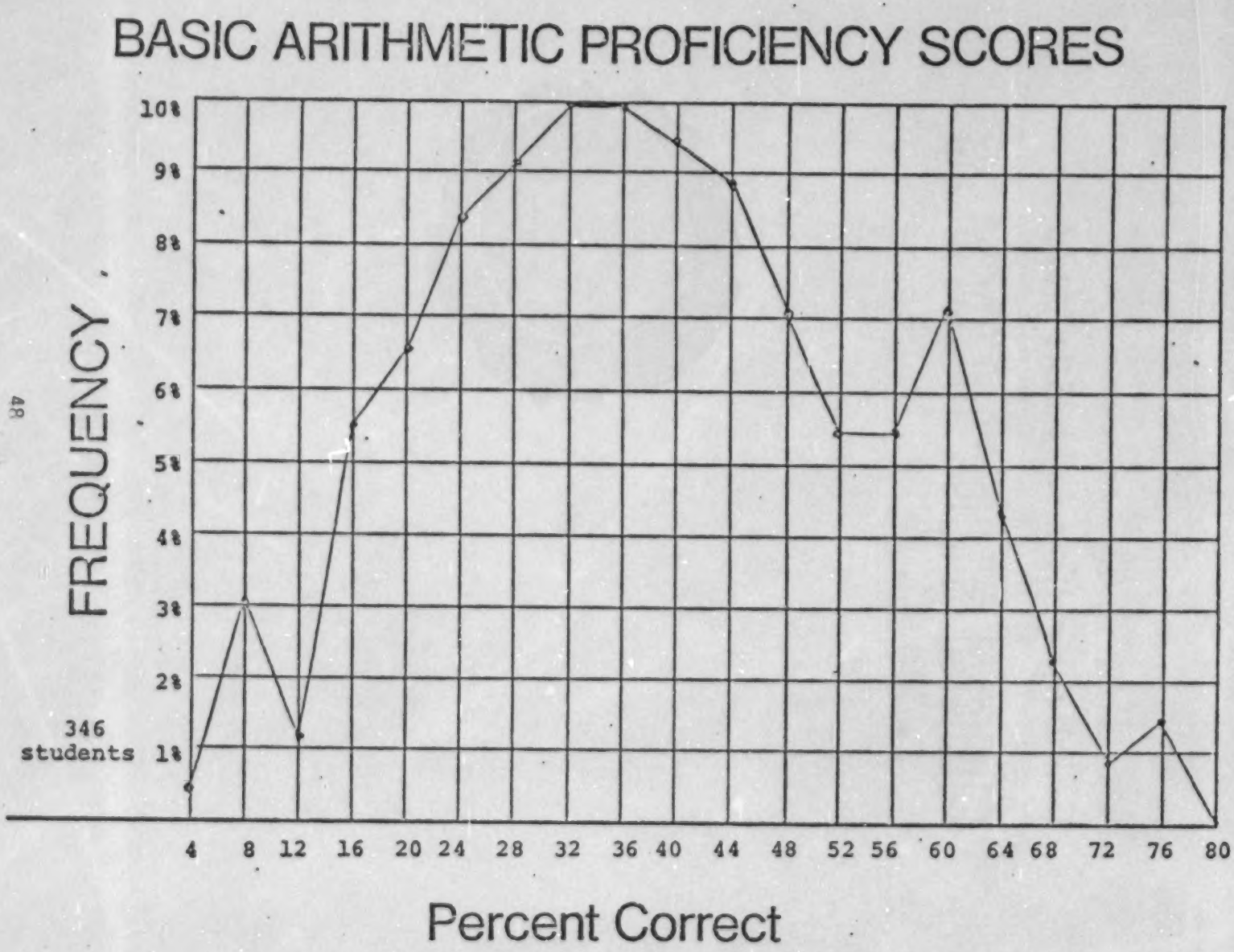

BASIC ARITHMETIC PROFICIENCY SCORES
FREQUENCY
10%
9%
8%
7%
6%
5%
4%
3%
2%
1%
346 students
4 8 12 16 20 24 28 32 36 40 44 48 52 56 60 64 68 72 76 80
Percent Correct

CHART XII

CHART XIII

GATES READING TEST, COMPREHENSION FOR 349 STUDENTS

GATES	STUDENTS	GATES	STUDENTS	GATES	STUDENTS
0	1	4.5	1	8.2	5
2.0	2	4.6	1	8.6	5
2.4	2	4.8	17	9.1	2
2.5	5	5.0	15	9.5	1
2.6	1	5.2	21	10.6	2
2.7	1	5.3	23	11.1	1
2.8	2	5.4	9	11.3	1
2.9	2	5.6	8	11.4	1
3.1	8	5.8	10	11.5	1
3.3	6	6.2	11	12.0	2
3.4	11	6.5	18		
3.5	1	6.8	1		
3.6	5	6.9	5		
3.7	6	7.1	1		
3.8	15	7.2	11		
3.9	1	7.3	11		
4.0	14	7.4	6		
4.2	31	7.6	9		
4.3	20	7.9	4		
4.4	12				

Note: 251 or 71.92% of 349 students tested out at less than a 6th grade comprehension score. 286 or 81.95% of 349 students tested out at less than a 7th grade comprehension score. 328 or 93.98% of 349 students tested out at less than an 8th grade comprehension score.

These results are graphically illustrated on Chart XIV.

CHART XIV

30%
27%
24%
21%
18%
15%
12%
9%
6%
3%
349 students
FREQUENCY
0
1
2
3
4
5
6
7
8
9
10
11
12
GATES READING LEVEL

Additional selected facts regarding deaf students at St. Paul TVI:

... 30 students had post-secondary education prior to TVI

... 44 students started directly in training areas without the Preparatory Program

... average length of training program for graduates is 4.2 quarters or 50 weeks

... time range of training program for graduates is 3 quarters to 7 quarters or 36 to 84 weeks

... average age of students is 20 years of age at entrance

A major criteria of success of the deaf student was established in the area of skill development as measured in part by the ability to compete grade-wise with his hearing counterpart. The performance of 126 deaf students taking all class work with hearing students during the spring and fall quarters 1973, indicates that skill development of deaf students is taking place within the hearing environment. Over 90 percent of the deaf students attained C or better grades. Chart XV illustrates grades received by deaf students in a variety of major training areas. Chart XV is based on a 4.0 system.

CHART XV - Grades Received by Deaf Students Matriculating Totally With Hearing Students

GRADE	NUMBER	PERCENT
3.50 - 4.0	16	12.7
3.00 - 3.49	44	34.9
2.50 - 2.99	27	21.4
2.00 - 2.49	27	21.4
Below 2.00	12	9.5
	126	99.9

Communication Survey

Communication surveys are periodically administered to students.

A communication survey was administered to all students enrolled during the Fall Quarter 1971. Students were encouraged to complete the survey themselves but were permitted assistance from a second person if necessary. The survey was designed to elicit responses from individuals as they perceived themselves. The complete survey is shown in Appendix A. Selected responses are shown in Chart XVI.

CHART XVI - Communication Survey, 85 Deaf Students Enrolled Fall Quarter 1971

3. What caused your hearing loss?

Cause	No.	Percentage
Meningitis	2	2
Congenital	34	40
Fever	5	5
Measles	5	5
Infection	1	1
Unknown	17	20
RH Factor	4	4
Hay Fever	2	2
Too Much O_2	1	1
Nerve Deafness	4	4
Headache	1	1
Fall-Hurt Head	1	1
Flu	1	1
No Response	7	8

4. At what age did this happen?

Age	No.	Percentage
Birth	52	61
2 months	1	1
6 months	1	1
12 months	2	2
18 months	2	2
2 years	3	3
3 years	9	10
4 years	2	2
6,7 or 8 years	4	4
10 years	1	1
No response	8	9

5. My hearing loss is:

	No.	Percentage
Total	28	33
Severe	26	30
Slight	11	13
No Response	20	23

8. Hearing ability WITHOUT hearing aid (more than one item checked)

Can you hear:	Yes (No./Percentage)	No
Very loud noises	68/80	17/20
Some speech sounds if spoken very loud	40/47	45/53
Some speech sounds if spoken normally loud	15/17	70/83
Some speech sounds spoken in a whisper	11/13	74/87
Can you understand some words spoken normally loud if you are not looking at the person who is talking?	10/11	75/89

10. Do you use a telephone?

	No.	Percentage
Yes	15	17
No	48	56
Sometimes	12	14
No Response	10	11

12. My speech is:

	No.	Percentage
None	0	0
Poor	7	8
Fair	43	51
Good	35	41

16. Do you use speech with your hearing friends?

	No.	Percentage
Yes	38	45
No	13	15
Sometimes	34	40

20. Would you like to have speech therapy work?

	No.	Percentage
Yes	52	61
No	33	39

29. How much can you understand by lip reading? (more than one item checked)

	No.	Percentage
Very little	24	28
Some but often ask people to repeat or speak slowly.	34	40
Most of what is said but sometimes ask people to repeat or speak slowly.	28	33
Almost everything and rarely ask people to repeat or speak slowly.	9	10
Everything that is said no matter who is talking or how fast they talk.	5	5

13. How well can others understand your speech? (more than one item checked)

	No.	Percentage
I don't use speech very much	18	21
Very little of what I say.	20	23
Some of what I say, but often ask me to repeat.	23	27
Most of what I say, but sometimes ask me to repeat	23	27
Almost everything I say and rarely ask me to repeat.	7	8
Everything I say and never ask me to repeat.	4	4

27. Do you lip read?

	No.	Percentage
Yes	65	77
No	20	23

28. My lip reading is:

	No.	Percentage
Poor	11	13
Fair	53	62
Good	21	25

31. My normal hearing friends are:

	No.	Percentage
None	2	3
Few	14	16
Some	33	39
Many	36	42

32. My deaf friends are:

	No.	Percentage
None	3	3
Few	8	9
Some	9	11
Many	65	78

Job Placement and Follow-up

Self-Supporting Deaf Graduates make
Program for Deaf Students Self-Supporting

> Dollar averaging indicates that the earning power of St. Paul TVI's 225 deaf graduates during the first five years equals $3,570,000. This combined figure yields an approximate Federal income tax of $856,800. The total Federal dollar input for this five year period was $767,000. In effect tax dollars returned to the Federal government were $89,800 more than the Federal investment.

The above statement was presented as part of congressional testimony for H.R. 14454, The Vocational Education Act in 1974. This statement reflects the importance of an active and vital job placement and follow-up program.

Job placement and follow-up activities are conducted by the Program for Deaf Students' Counselors. The major functions of the job placement and follow-up program are:

1. Assist the student in developing appropriate job seeking skills through:

   - Teaching the student how to respond to typical interview questions and situations. This is accomplished by role playing sessions using a compiled list of employment interview questions most used with deaf applicants.

   - Helping the student acquire letters of reference (especially from major area instructors) which will explain functional skills the student has acquired in training.

   - Helping the deaf student prepare an effective job resume.

   - Teaching the student general job seeking strategy which includes the general hiring procedures of most companies, use of want ads, employment services and other sources of importance for the frequency of interviews.

   - Instruction in correct responses to items on job application blanks.

2. Developing job leads for deaf students through direct contact with employers, union officials, supervisors and others who can be helpful.

3. Contacting companies for deaf students to set up interviews and provide personnel interviews with some positive information about the student.

4. Provide for interpreting service for interviews. In many cases the counselor himself accompanies the student to the interview.

5. Providing interpreting service for the deaf student during his initial "break-in" period on the job. This usually requires only one or two days of interpreting.

6. Maintaining regular contact with the employer and student during the initial 6 months of employment, and continuing to maintain this contact for an indefinite period of time if necessary. Counselors have helped employers initiate services in plant sign language classes for co-workers and supervisors.

7. Coordinating initial placement activities for those students who seek work outside of the Mpls.-St. Paul area. The most critical phase of this work is the identification and involvement of at least one key placement person in the area where the student will seek work.

Placement is a fundamental part of every student's training program. During the Preparatory program placement expectations for different training areas are explained in Vocational Exploration classes and in individual counseling sessions. Each student makes his decisions on training goals with a good idea of the placement situation for the occupations considered. If adequate placement is a high risk for a particular student in his chosen career, every effort is made by counselors to explain this risk before a final decision is made.

After a student has begun his regular training, his progress is monitored through the instructor - interpreter - counselor team. Should a student's performance indicate questionable placement possibilities, this information is presented in further counseling sessions. The student may decide at that time to change his occupational goal in order to enhance placement possibilities. This is not to say that students are precluded from entering areas when placement might be difficult. If the student is willing to accept some of the risks and cope with the difficult and sometimes long placement process, he is, many times, permitted to continue training.

Placement, as a fundamental part of the whole program, is a responsibility of the entire Program for Deaf Students staff. Each staff person makes his own contribution to the eventual placement of the deaf student. For example, the interpreter by helping the deaf student understand lectures and shop demonstrations is insuring the final placement of the student. Everyone on the staff contributes to and draws satisfaction from the placement record.

When the students graduate they may decide to seek employment in the Mpls.-St. Paul metropolitan area or they may seek employment in other communities. Of the 165 non-Minnesota graduates, 60 or 30% decided to stay in the Mpls.-St. Paul area to seek work.

For those students who seek work in the Mpls.-St. Paul area, the TVI counseling staff provides direct placement service. Job leads are secured by instructors and coordinators within TVI, Minnesota Department of Manpower, Job Bank, Newspaper ads, previous employer contacts, union representatives, management organizations and friends and members of the deaf community.

Before seeking work each graduate is assisted in developing appropriate job seeking skills. Resumes and letters of reference are collected and, through roleplaying, interview skills are developed. When students seek work outside of the Mpls.-St. Paul area, copies of resumes, letters of reference and transcripts are sent in advance to the students referring counselor or other individuals who will be assisting the student in his placement efforts.

Chart XVII presents a summary of the employment status of the first 225 graduates of the Program for Deaf Students.

CHART XVII

PLACEMENT

225 Graduates through June 1974

	Number	Percentage
Employed in area related to major area of study	186	82.6
Employed in area unrelated to major area of study	22	9.7
Continuing Education	11	4.8
Seeking work	6	2.6
	225	99.7

This chart illustrates that 208 students or 92.3 percent of the initial 225 graduates are employed. An additional 11 graduates, or 4.8 percent, are continuing their education. The success rate is measured by those graduates employed, or continuing their education. Thus, the success rate is 97.1 percent.

Basic demographic data has been presented. In some instances the data reflects the total number of students served during the reporting period. In other instances the data reflects a portion of the total number of students served. Partial data presented fairly reflects the total numbers of students served such as on the Communication Survey, or reflects the on-going nature of the Program for Deaf Students such as Chart X, Areas of Training of Students and Graduates by Training Areas.

IX. DISSEMINATION

St. Paul TVI Program for Deaf Students staff and students are committed to a planned program of dissemination and outreach.

During the reporting period 193 individual trips were made to 59 cities in 31 states and Canada. A total of 308,929 miles were logged on these trips. A total of 20 residential schools were visited.

Chart XVIII is a summary of the 1969-74 staff travel. Chart XIX is a summary of selected papers published and/or presented. Chart XX is a map illustrating the staff travel. Chart (map) XXI indicates the location of residential schools visited.

Chart XVIII, summary of 1969-74 staff travel indicates that the St. Paul TVI Program for Deaf Students staff members held (and hold) a variety of leadership positions. A partial listing of these responsibilities include; President, Professional Rehabilitation Workers with the Adult Deaf; Vice-President, Council of Organizations Serving the Deaf; Chairman, Careers Forum, Council of Organizations Serving the Deaf; Counseling Section Co-Chairman, Professional Rehabilitation Workers with the Adult Deaf; Chairman, Vocational Education Committee, Conference of Executives of American Schools of the Deaf; Chairman, Cragun's Conference, Minnesota Department of Crippled Children's Services; Northern Grand Vice-President, National Fraternal Society of the Deaf; Board Members, Minnesota Registry of Interpreters of the Deaf; Advisory Board Member, Communicative Skills Program, National Association of the Deaf.

The Program Coordinator has presented Congressional testimony on two occasions. In 1973 testimony was presented in support of the extension of the Education of the Handicapped Act, Senate Bill 896, before the Senate Labor and Public Welfare Committee, Subcommittee on the Handicapped. In 1974 testi-

mony was presented for The Vocational Education Act, H.R. 14454 before the U.S. House of Representatives, Committee on Education and Labor, General Subcommittee on Education.

The St. Paul TVI Program for Deaf Students is well-known locally, nationally and internationally. The Program for Deaf Students was selected for study as an exemplary program by the Minnesota Department of Education. ABT Associates, Cambridge, Massachusetts selected the Program for Deaf Students as one of twenty programs throughout the nation as a case study to "Assess, Document, and Spread Exemplary Programs in the Education of the Handicapped" for the National Institute of Education and the Bureau of Education for the Handicapped.

The St. Paul TVI Program for Deaf Students was one of eleven selected Career Education Programs for the Handicapped featured in the publication "At A Glance" by the Bureau of Education for the Handicapped. The Program for Deaf Students is further cited in the document entitled "Hiring Persons With Hearing Impairments", published by the President's Committee on Employment of the Handicapped.

During the reporting period a formal report on the Program for Deaf Students was presented to the National Advisory Committee on Education of the Deaf (NACED). A NACED subcommittee visited St. Paul TVI.

There has been a continuing high rate of visitors at St. Paul TVI since the inception of the Program for Deaf Students. Scrapbooks are maintained of visitors and student activities. The scrapbooks are virtually a "who's who" in the areas of deafness, special education and rehabilitation.

Deaf students are the best means of dissemination and outreach. The students spread the word about St. Paul TVI at their alma maters and in their home locales. Students continually utilize carousel slide series about St. Paul TVI and distribute Program brochures to their associates.

CHART XVIII

1969-74 Travel Record

Staff Person	Gov't. Meetings	Conferences Conventions Workshops	Chairman Committee Group Leader	Speaker Presentor Participant	Schools for Deaf visits	Meetings	Officer/ Board Member
R. Lauritsen Coordinator	24	27	5	33	15	39	22
G. Nelson Assistant	2	4	1	3	1	2	
(Counselors)							
P. Duggan		5	1	4	7	5	1
D. Mackin	1	2	2	1	5	2	1
R. Reddan		7	2	12	10	3	1
(Instructors)							
J. Bachman		9	2	5	1	1	
R. Bonheyo						1	
F. Hoffmeister	1	1					
T. Jaech	1	3	1		2		
J. Jones		6	5	4	4	2	2
A. LaBarre		1		1	2	1	
(Interpreters)							
J. Allen		3		1	1		
L. Andretta				1			
S. Gedde		1		2			
L. Lesar		1		1		1	
J. Maietta		1		1			
S. Morgan		2		1			
I. Domonkos Secretary		1	1				

193 Individual Trips
Total Miles Logged - 308,929
31 States and Canada
59 Cities

CHART XIX

SELECTED PAPERS AND PRESENTATIONS
1969 - 1974

R. Lauritsen Coordinator	Paper 1969	"PRWAD ... A chronicle", Professional Rehabilitation Workers with the Adult Deaf, Hot Springs, Arkansas
	Speech 1969	"Community Integration of Deaf People", Council of Organizations Serving the Deaf, New Orleans, LA
	Speech 1969	"Post-secondary Education for Deaf People", Michigan Association for Better Hearing and Speech, East Lansing, Michigan
	Paper 1970	"The Idiosyncratic Work Adjustment of the Deaf Worker", Institute on Career Development, NTID, Rochester, New York
	Speech 1970	"Cards on the Table", First National Convention of Registry of Interpreters for the Deaf, Delavan, Wisconsin
	Paper 1971	"Selected Factors for Success in Post-secondary Education", Pennsylvania School for the Deaf, Philadelphia, Pennsylvania
	Paper 1971	"The St. Paul Technical Vocational Institute's Program for Deaf Students", Convention of American Instructors for the Deaf, Little Rock, Arkansas
	Speech 1972	"Changes and New Careers", Minnesota School for the Deaf, Faribault, Minnesota
	Speech 1972	"Deafness in the Seventies ...", International Catholic Deaf Association, St. Paul, Minnesota
	Panelist 1972	"Educational Interpreting", Second Convention of Registry of Interpreters for the Deaf, Long Beach, California
	Paper 1972	"The Training of Interpreters in Vocational Technical Areas", C.S. Mott Community College, Flint, Michigan
	Paper 1973	"Interpreter Recruitment, Selection and Training", (co-authored with S.M. Carter) Journal of Rehabilitation of the Deaf, Vol. 7, no. 3, Jan., 1974, Professional Rehabilitation Workers with the Adult Deaf, Silver Spring, Maryland

Selected Papers and Presentations

R. Lauritsen Continued	Paper 1973	"Careers ... A Multi-Variate Approach", (co-authored with Dr. D. Custer), American Annals of the Deaf, Vol. 118, No. 5, Oct., 1973
	Paper 1973	"Post-secondary Regional Programs for Deaf Students", Conference of Executives of American Schools for the Deaf, Indianapolis, Indiana
	Paper 1973	"Vocational Education of the Deaf...1973", Deafness Annual, Vol. 3, Professional Rehabilitation Workers with the Adult Deaf, Silver Spring, Maryland
	Speech 1973	"Reflections ... Hearing Children of Deaf Parents", Council of Organizations Serving the Deaf, Williamsburg, Virginia
	Testimony 1973	"New Careers for Deaf People", U.S. Senate, Senate Labor and Public Welfare Committee, Subcommittee on the Handicapped, Washington, D.C.
	Paper 1974	"Technical Vocational Education of the Deaf ... 1974", Deafness Annual, Vol. 4, Professional Rehabilitation Workers with the Adult Deaf, Silver Spring, Maryland
	Speech 1974	"Three Kinds of People", North Dakota School for the Deaf, Devils Lake, North Dakota
	Paper 1974	"Funding Alternatives for Post-secondary Education Programs for Deaf Students", St. Paul Technical Vocational Institute, St. Paul, Minnesota
	Speech 1974	"Vocational Education of the Deaf", Massachusetts Council of Organizations Serving the Deaf, Boston, Massachusetts
	Speech 1974	"Technical Vocational Education of the Deaf", Chicago Public Schools, Chicago, Illinois
	Testimony 1974	"Multi-Regional Post-secondary Programs for Deaf People", United States House of Representatives, Committee on Education and Labor, General Subcommittee on Education, Minneapolis, Minnesota
J. Allen Chief Interpreter	Paper 1972	"Signs for Vocational Technical Schools", Gallaudet College, Washington, D.C.

Selected Papers and Presentations

L. Andretta Interpreter	Speech 1973	"Interpreting at TVI", Stout State University, Menomonie, Wisconsin
J. Bachman Instructor	Paper 1972	"Preparatory Programs for Deaf Students in Post-secondary Education", Conference of Executives of American Schools for the Deaf, Toronto, Canada
A. Bloom Student	Paper 1969	Describing Personal Experiences, Cragun's Conference, Brainerd, Minnesota
	Article 1971	"Integration Key ... Deaf Program Successful", TVI Focus, St. Paul, Minnesota
S.M. Carter Instructor	Paper 1973	"Interpreter Recruitment, Selection and Training", (co-authored with R. Lauritsen), Journal of Rehabilitation of the Deaf, Vol. 7, No. 3, Jan., 1974, Professional Rehabilitation Workers with the Adult Deaf, Silver Spring, Maryland
D. Custer Media Specialist	Paper 1973	"Careers ... A Multi-Variate Approach", (co-authored with R. Lauritsen), Published in the American Annals of the Deaf, Vol. 118, No. 5, Oct., 1973
P. Duggan Counselor	Paper 1971	"The Interpreter ... An Integral Person in Integrated Education", American Instructors of the Deaf, Little Rock, Arkansas
	Paper 1971	"Input and Outcome of Post-Secondary Education for Deaf People", Wisconsin Conference on the Hearing Impaired, Stevens Point, Wisconsin
	Article 1973	"The Role of the Counselor in an Integrated Technical Vocational Program for Deaf Students", (co-authored with R. Reddan), Deafness Annual, Vol. 3, Professional Rehabilitation Workers with the Adult Deaf, Silver Spring, Maryland
	Speech 1974	"TVI Program for Deaf Students", Iowa Conference on the Hearing Impaired, Ankany, Iowa
T. Jaech Instructor	Paper 1969	"Some Thoughts on Integration of the Deaf", Cragun's Conference, Brainerd, Minnesota
J. Maietta Interpreter	Speech 1973	"Interpreting at TVI", Stout State University, Menomonie, Wisconsin
S. Morgan Interpreter	Paper 1973	"Interpreting: As an Interpreter Sees it ... 1973", Journal of Rehabilitation of the Deaf, Vol. 7, no. 3, Jan., 1974, Professional Rehabilitation Workers with the Adult Deaf, Silver Spring, Maryland

Selected Papers and Presentations

R. Reddan Counselor	Article 1973	"The Role of the Counselor in an Integrated Technical Vocational Program for Deaf Students", (co-authored with P. Duggan), Deafness Annual, Vol. 3, Professional Rehabilitation Workers with the Adult Deaf, Silver Spring, Maryland
K. Guida Interpreter	TV 1974	"People You Ought to Know", Television Interview, Pipestone, Minnesota
S. Gedde Interpreter	Speech 1974	"Interpreting in an Educational Setting", St. Paul Public Schools, St. Paul, Minnesota
R. Reddan Counselor	Script 1974	"After High School ... What?", St. Paul TVI Career Media for the Handicapped, film

CHART XX

STAFF TRAVEL 1969-74

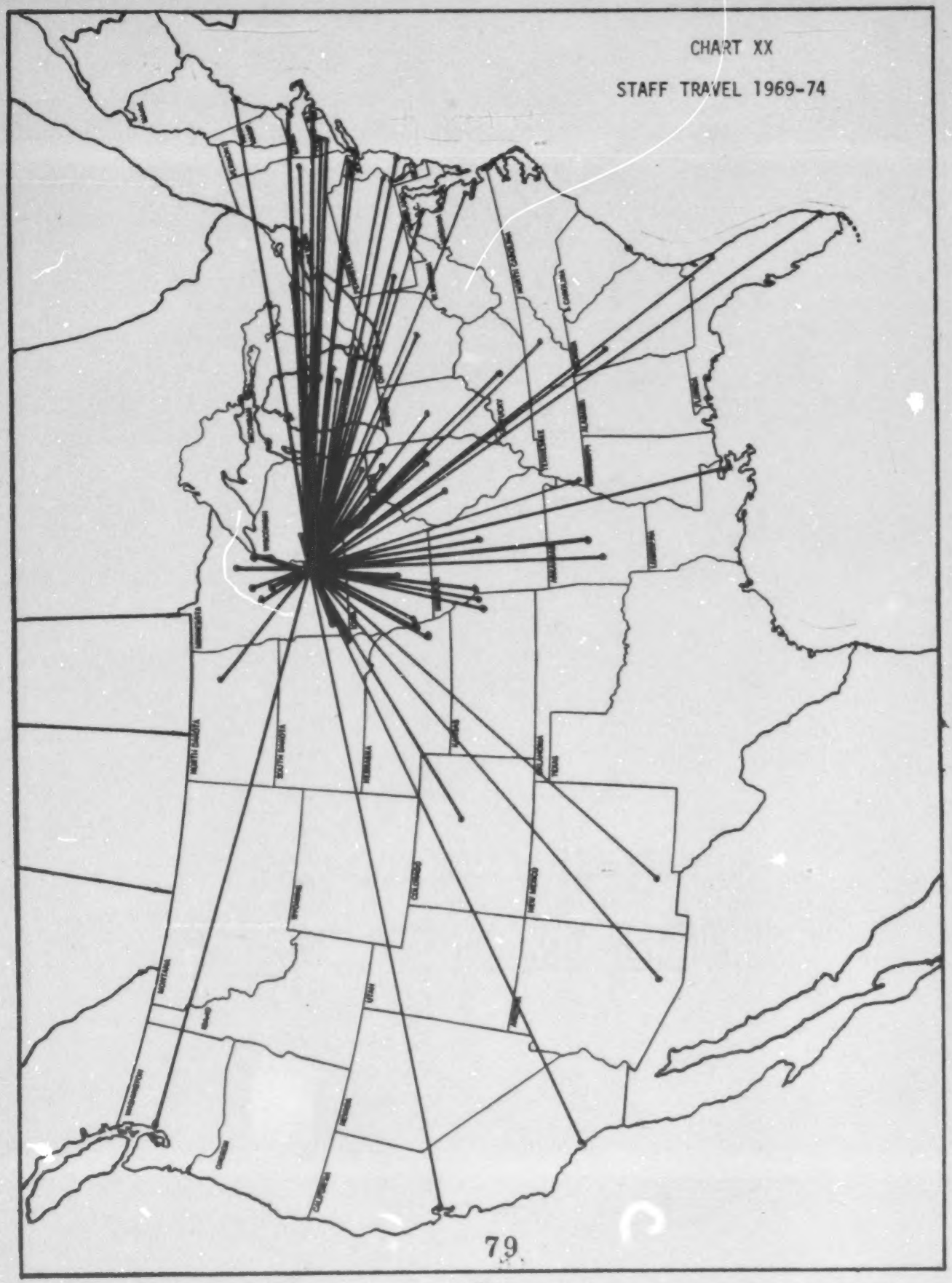
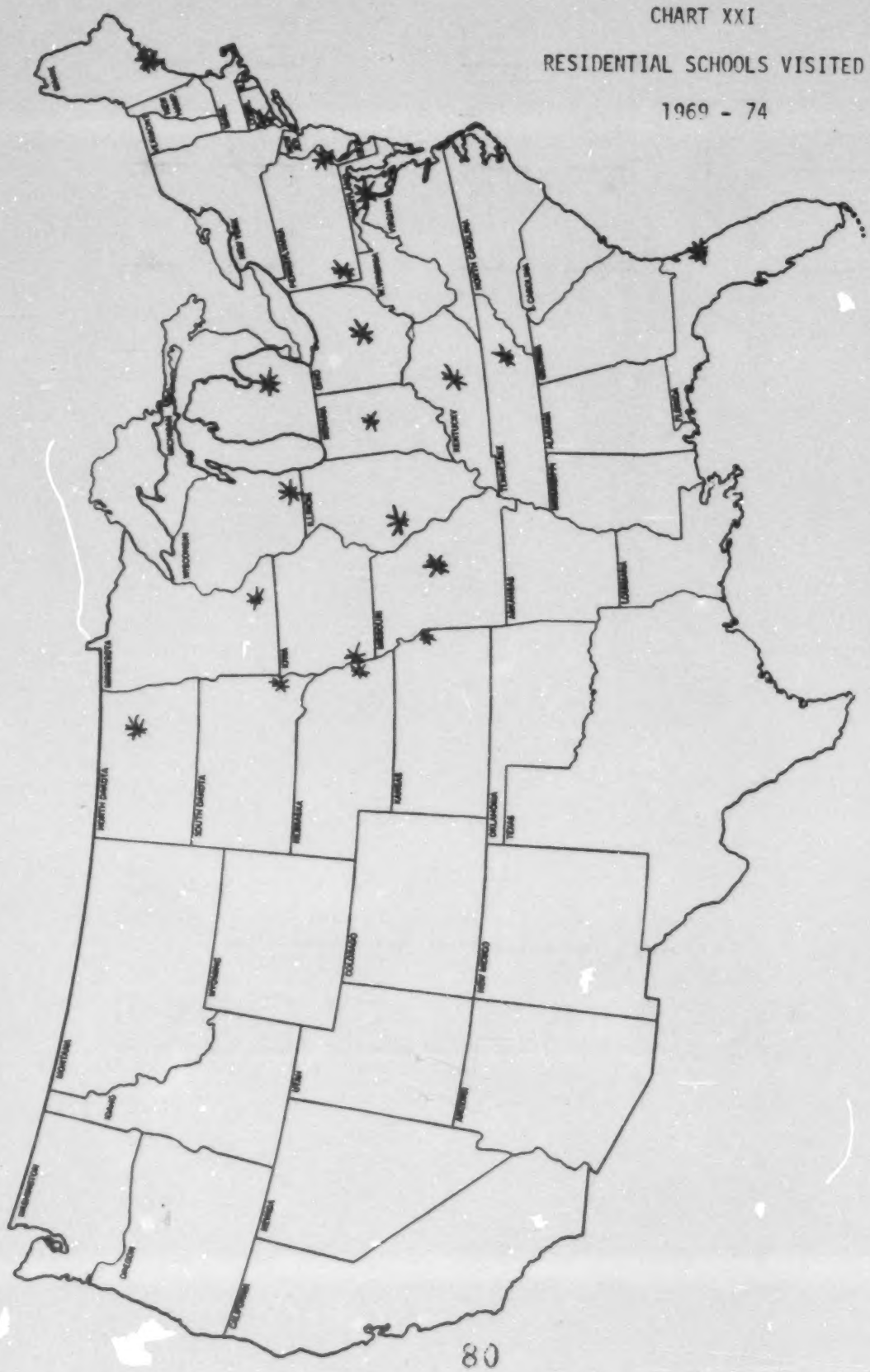


CHART XXI

RESIDENTIAL SCHOOLS VISITED

1969 - 74



X. RESEARCH

The primary responsibility for research for St. Paul TVI, Seattle Community College and Delgado Junior College was initially vested with the University of Pittsburgh. The research responsibility was transferred to the University of Minnesota in June, 1972. The University of Minnesota has targeted December, 1974 as the publication date for formal research findings.

XI. DISCUSSION

Post-secondary education opportunties and alternatives for Deaf Americans have significantly improved since 1968-69. The Rehabilitation Services Administration (RSA) and the Bureau of Education for the Handicapped (BEH) provided major impetus for this improvement, and the resulting improved life styles of large numbers of Deaf Americans.

St. Paul TVI is most pleased to have been selected as one of the three Regional Post-Secondary Education Programs to be jointly funded by RSA and BEH.

The basic thrust of the Program for Deaf Students has been to provide quality education, followed by suitable employment, for those deaf students that elected to matriculate at St. Paul TVI.

A measure of success has been achieved.

The records do not indicate what have been perhaps the most significant results of the Regional Post-Secondary Education Programs. Perhaps the most significant results are:

1. the personal-social maturation growth factors of the students.
2. an increased public awareness of deafness.
3. a greater acceptance of deaf people into mainstream society.

Numerous students begin their post-secondary education program with minimum self-confidence, self-image, understanding of self and severely restricted coping power and skills in the activities of daily living. A stong program of supportive services, a hearing environment and goal directed technical-vocational education combine to produce students who, upon completion of a program of study are prepared to cope in the majority society, the hearing society.

Integrated post-secondary education for deaf students creates increased public awareness, and a greater acceptance of deaf people into mainstream society.

The emphasis in technical-vocational education is on the acquisition of skills. The premise is that employers seek skilled workers, persons who can do a job. Given the skills, deafness is not the major employer consideration. St. Paul TVI deaf students receive their education with hearing peers. Deaf students graduate with equality with hearing students. Deaf graduates seek and find employment with hearing graduates. The deaf graduate is viewed by hearing co-workers as "a graduate of St. Paul TVI, 3rd man in class ranking, end on the football team, a skilled worker, who happens to have a hearing loss ... he's deaf". This type of public awareness, and acceptance, goes a long way in reducing unemployment, and underemployment.

The establishment of a post-secondary program for deaf students is a complex and serious matter. The complexity of establishing and maintaining a post-secondary education program for deaf students can better be understood by a careful reading of the document Principles Basic to the Establishment and Operation of Post-secondary Programs for Deaf Students, Stuckless, E.R., Conference of Executives of American Schools for the Deaf, June, 1973. The seriousness of any education program for deaf students is a matter of record.

A distillation of the multi-factors that are involved in the establishment and operation of a post-secondary education program for deaf students could well result in five basic factors. These five factors are:

1. The Students
2. The Host Facility
3. The Supportive Services
4. The Staff
5. Funding

Several key questions can be asked about each of these five factors. The answers to these questions should in large measure provide the answer of whether an institution should initiate, or continue, a post-secondary program for deaf students. The factors, and questions are:

1.0 The Students.

1.1 What geographic area will the students represent?

1.2 What is the projected number of graduates from the geographic area?

1.3 What is the history of deaf students in the geographic area of continuing education beyond high school?

1.4 In addition to projected graduates what is the existing pool of deaf adults that could profit from post-secondary education?

1.5 Most importantly, what are the characteristics and profiles of the population to be served?

2.0 The Host Facility.

2.1 Are the major areas of study of the host facility in balance with the characteristics and profiles of the students to be served?

2.2 Does the host facility accept innovation and change that a program for deaf students will bring?

2.3 Does the host facility have the flexibility in existing staff and curricula to meet the needs of deaf students?

2.4 Does the host facility have the flexibility to create and adopt new staff that a program for deaf students will bring?

2.5 Is the host facility located in an urban area that provides a proper environment for deaf students?

2.6 Is the host facility located in an area that offers the kind of community resources that are beneficial to deaf students?

3.0 Supportive Services.
Eleven basic services have been identified in the Principles report referenced above. These eleven services are:

1. Special classes for deaf students
2. Tutoring
3. Interpreting
4. Notetaking
5. Vocational Counseling
6. Personal-social Services
7. Vocational Placement
8. Speech and Hearing Services
9. Communication training for deaf students
10. Communication training for Instructors
11. Supervised housing

3.1 Can the Program for Deaf Students offer these services in sufficient numbers, and at a quality level as required for deaf students to successfully matriculate?

3.2 Is the Program for Deaf Students sufficiently flexible to create additional services as student needs dictate?

3.3 Can the Program for Deaf Students maintain a program of supportive services over time?

4.0 The Staff.
(The Staff refers to Program for Deaf Students Staff)

4.1 Are there sufficiently trained staff that are available to be employed in the Program for Deaf Students recognizing that teacher training programs are severely restricted in their ability to train staff for the post-secondary level?

4.2 Does the Program for Deaf Students have sufficient flexibility to provide training for new staff, particularly interpreting staff?

4.3 Will the Program for Deaf Students staff follow the same personnel practices that apply to regular staff of the host facility?

4.4 Will the Program for Deaf Students staff integrate itself with the regular staff of the host facility?

5.0 Funding.

5.1 Are sufficient funds available on a continuing basis from local, state, regional or federal sources?
Note: The cost of supportive services are typically excess costs over and above normal costs of education. Special education, and deaf education is expensive in terms of initial investment. Insufficient and tenuous funding is debilitating to students.

The appropriate blending of students, in the proper host facility, coupled with a strong, quality program of supportive services provided by able staff will yield positive results. Under-girding this blending must be a strong funding base.

St. Paul TVI is proud of the record that deaf graduates have made, and are continuing to make. As this report goes to press, St. Paul TVI is optimistic about the continuance of the Regional Program for Deaf Students through Federal legislation.

XII. SUMMARY

St. Paul TVI has completed a five year Research and Demonstration program jointly funded by the Bureau of Education for the Handicapped and the Social and Rehabilitation Services. In 1968-69 Regional Programs were visionary and a bold departure from past educational practices. In 1974 the record indicates that deaf students can find success in existing facilities that historically served hearing students. In the five year reporting period 420 deaf students from 30 states, the District of Columbia and Canada have matriculated at St. Paul TVI. A strong measure of success can be found in the 97.1 percent success rate of St. Paul TVI's deaf graduates. Success is measured by employment or continuing education. A basic program of supportive services made it possible for deaf students to successfully matriculate within a hearing environment. Two additional programs have evolved in the field of Deafness at St. Paul TVI. These two programs are the Career Media for the Handicapped program, and the National Interpreter Training Consortium. The three programs in the area of Deafness at St. Paul TVI are summarized as follows:

REGIONAL PROGRAM FOR DEAF STUDENTS

STAFF:	Coordinator:	Robert R. Lauritsen
	Asst. Coordinator:	Gerhard W. Nelson
	Counselors:	Patrick Duggan Roger Reddan
	Instructors:	John Bachman James Jones Alice LaBarre
	Interpreters:	June Allen Jacky Anderson Lori Andretta JoLynn Blaeser Laura Bloomfield Sandy Gedde Becky Gilbertson Karen Guida Jann Harris Linda Lesar Jeanne Maietta Ruth Mayfield Mary McCune Susan Morgan Kathy Parker Elna Taggart
	Secretary:	Irene Domonkos
STUDENTS SERVED:		420 deaf students during first five years. Annually 170-180 deaf students served.
STATES SERVED:		Students represent 30 states, the District of Columbia and Canada.
AREAS OF TRAINING:		Deaf students have been trained in 38 major areas of study.
SUCCESS RATE:		Employment and continuing education have consistently been at the 97 plus percent level.
PROJECTIONS FOR THE FUTURE:		Application rate for the 1974-75 year is 50 percent ahead of previous years. Technical vocational education enrollment forecasts indicate increased enrollments for the forseeable future.

CAREER MEDIA FOR THE HANDICAPPED

STAFF:	Co-coordinators:	Robert R. Lauritsen Gerhard W. Nelson
	Media Specialists:	David Custer, Ph.D Diana Yee
	Interpreter Actress:	Marilyn Mitchell
	Artists:	Kathy Licht Randy Rom Ken Lenzmeier
	Film Editors:	Ed Anderson Don Leeper Julian Semilian
	Secretary:	Valerie Weiss
	Consulting staff:	Technical experts from St. Paul TVI, and the community at large.
STUDENTS SERVED:		The multi-media materials being developed are for secondary age students, post-secondary students and clients of vocational rehabilitation.
STATES SERVED:		National
AREAS OF TRAINING:		Films produced to date cover Machine Tool Processes and Basic Office Skills. For the 1974-75 academic year films will be produced for Chemical Technology.
SUCCESS RATE:		The primary indicator of "success" at this point is demand for the materials throughout the United States. All films will be field validated in the Fall of 1974. National distribution will follow field validation.
PROJECTIONS FOR THE FUTURE:		The Bureau of Education for the Handicapped, and the National Center for Educational Material and Media for the Handicapped have funded this program through Aug. 31, 1975. Needs assessment studies completed to date indicate that media will continue to be an essential ingredient of the educational process, particularly for the handicapped learner.

NATIONAL INTERPRETER TRAINING CONSORTIUM (N.I.T.C.)

STAFF:	Director:	Robert R. Lauritsen
	Key Instructor:	To be hired
	Auxiliary Staff:	The staff and students of St. Paul TVI.
STUDENTS SERVED:		Students served will be hearing persons entering the field of deaf education/ rehabilitation and related fields and persons in the field of deaf education/ rehabilitation and related fields seeking up-grading.
STATES SERVED:		Under the national consortium approach St. Paul TVI will have primary responsibility for eleven (11) Upper Midwest states.
AREAS OF TRAINING:		Interpreter Training. Interpreters will be trained for all areas of Interpreting: 1) education, 2)rehabilitation, 3)legal, 4) religious, 5) medical.
SUCCESS RATE:		The 1972-73 six week summer Interpreter Institutes measured success by 1) number of persons employed as Interpreters and 2) number of persons employed where sign language skills were used (rehabilitation counselors, work evaluators, educators). The success rate for the first two Institutes is measured at 80.7%. It is anticipated this success rate will hold or increase.
PROJECTIONS FOR THE FUTURE:		The Office of Deafness and Communicative Disorders, Rehabilitation Services Administration has assigned top priority to relieving the chronic shortage of interpreters for deaf clients. The goal of the N.I.T.C. is to relieve this shortage in a five year time span.

APPENDICES

A. Communication Survey

B. Preparatory Program Student Evaluation Form

C. Listing of Additional Forms

APPENDIX A

ST. PAUL TECHNICAL VOCATIONAL INSTITUTE

COMMUNICATION SURVEY

1. Name _____
   (First) (Middle) (Last)

2. How old are you? _____

3. What caused your hearing loss? _____

   _____

4. At what age did this happen? _____

5. My hearing loss is: total, severe, slight.

6. Hearing loss in better ear. (check the answer that is most nearly correct, even if it is not exactly right.)

   1 ____ 20-29 decibels
   2 ____ 30-39 decibels
   3 ____ 40-49 decibels
   4 ____ 50-59 decibels
   5 ____ 60-69 decibels
   6 ____ 70-79 decibels
   7 ____ 80 or over
   8 ____ Don't know
   9 ____ State your percent of hearing loss

7. Place an X in the right spaces below to show the hearing of relatives.

RELATIVE	DEAF	HARD-OF-HEARING	NORMAL HEARING
Wife			
Husband			
Mother			
Father			
Any grandparent			
One brother			
Two brothers			
More brothers			
One sister			
Two sisters			
More sisters			

8. Hearing ability WITHOUT a hearing aid. (Check yes or no for each statement.)

Yes	No	Can you hear:
____	____	Very loud noises
____	____	Some speech sounds if spoken very loud
____	____	Some speech sounds spoken normally loud
____	____	Some speech sounds spoken in a whisper
____	____	Can you understand some words spoken normally loud even if you are not looking at the person who is talking?

9. Hearing ability WITH a hearing aid. (check yes or no for each statement.)

Yes	No	Can you hear:
_____	_____	Very loud noises
_____	_____	Some speech sounds if spoken very loud
_____	_____	Some speech sounds spoken normally loud
_____	_____	Some speech sounds spoken in a whisper
_____	_____	Can you understand some words spoken normally loud even if you are not looking at the person who is talking?

10. Do you use a telephone? Yes No Sometimes

11. Do you have an amplifier on your telephone? Yes No

12. My speech is: None, poor, fair, good.

13. How well can others understand your speech? (Check one)
1_____I don't use speech very much.
2_____Very little of what I say.
3_____Some of what I say, but often ask me to repeat.
4_____Most of what I say, but sometimes ask me to repeat.
5_____Almost everything I say and rarely ask me to repeat.
6_____Everything I say and never ask me to repeat.

14. Do you use speech with your family? Yes No Sometimes

15. Do you use speech with your deaf friends? Yes No Sometimes

16. Do you use speech with your hearing friends? Yes No Sometimes

17. Do you use speech with strangers? Yes No Sometimes

18. Do you use speech with employers? Yes No Sometimes

19. Have you had speech therapy before? Yes No
If so, where?_____

20. Would you like to have speech therapy work? Yes No

21. If not, why? (Check your reasons.)
_____a. It's not important to be able to speak.
_____b. None of my friends speak so why should I.
_____c. No one understands my speech so I don't use it.
_____d. Signing is easier.
_____e. My parents don't want me to speak.
_____f. Other

22. Do you use sign language? Yes No Sometimes
If so, where did you learn this?_____

23. My sign language is: none, poor, fair, good.

24. Do you talk when you sign and fingerspell? Yes No Sometimes

25. Do you mouth when you sign and fingerspell? Yes No Sometimes

26. Do you read lips with signs and fingerspelling when someone talks to you?
Yes No Sometimes

27. Do you lip read? Yes No
If so, where did you learn this?_____

28. My lip reading is: Poor, fair, good.

29. How much can you understand by lip reading? (check one)
1_____Very little.
2_____Some, but often ask people to repeat or speak slowly.
3_____Most of what is said, but sometimes ask people to repeat or speak slowly.
4_____Almost everything and rarely ask people to repeat or speak slowly.
5_____Everything that is said no matter who is talking or how fast they talk.

30. Should single deaf people have their own rooming house? Yes No I don't know

Explain:_____

_____

31. My normal hearing friends are: none, few, some, many.

32. My deaf friends are: none, few, some, many.

33. My hard-of-hearing friends are: None, few, some, many.

34. What do you do with your free time after school?_____

_____

_____

_____

_____

APPENDIX B

No._____ Date_____

CRITIQUE

RE: PREPARATORY PROGRAM

I. 1. I was in Prep for: (circle one)

a. one quarter

b. two quarters

c. three quarters

2. I was in Prep in the (circle as many as necessary)

a. Fall Quarter

b. Winter Quarter

c. Spring Quarter

d. Summer Quarter

3. I feel the Prep Program, as a whole, was: (circle one)

a. very worthwhile

b. helpful

c. fair

d. not worthwhile

4. Suppose you had to start all over again -- would you want to be a Prep or would you want to be a regular student right away? (circle one)

a. Prep student

b. Regular student

c. Undecided

5. Before you came to TVI, did you know what area of study you wanted? (circle one)

a. yes

b. no

6. Do you think Preparatory students should be caught how to use an interpreter and what her duties are?

   a. yes

   b. no

   c. undecided

II. 7. PERSONAL MANAGEMENT was: (circle one)

   a. very worthwhile

   b. helpful

   c. fair

   d. not worthwhile

8. PERSONAL MANAGEMENT was: (circle one)

   a. too difficult

   b. not too difficult - about right

   c. too easy

   d. sometimes difficult, sometimes easy

III. 9. ENGLISH was: (circle one)

   a. very worthwhile

   b. helpful

   c. fair

   d. not worthwhile

10. ENGLISH was: (circle one)

   a. too difficult

   b. not too difficult - about right

   c. too easy

   d. sometimes difficult, sometimes easy

IV. 11. READING was: (circle one)

a. very worthwhile

b. helpful

c. fair

d. not worthwhile

12. READING was: (circle one)

a. too difficult

b. not too difficult - about right

c. too easy

d. sometimes difficult, sometimes easy

V. 13. MATHEMATICS was (circle one)

a. very worthwhile

b. helpful

c. fair

d. not worthwhile

14. MATHEMATICS was: (circle one)

a. too difficult

b. not too difficult - about right

c. too easy

d. sometimes difficult, sometimes easy

15. (circle one)

a. I am not taking math now.

b. I am now taking math with regular students

c. I am now taking math with Mr. Bachman

16. The math that I had while I was a Prep:

a. is very helpful to me now.

b. is helpful to me now

c. is not helpful to me now.

VI. 17. VOCATIONAL EXPLORATION was: (circle one)

a. very worthwhile

b. helpful

c. fair

d. not worthwhile

18. During VOCATIONAL EXPLORATION I felt:

a. there was too much exploration of the different shops/labs.

b. we had just the right amount of exploration

c. there was too little exploration

19. The field trips I took during VOCATIONAL EXPLORATION were:

a. too many

b. just about right

c. too few

20. I thought the field trips I took during VOCATIONAL EXPLORATION were:

a. very worthwhile

b. helpful

c. fair

d. not worthwhile

21. As a whole, the guest speakers we had during VOCATIONAL EXPLORATION were:

a. very worthwhile

b. helpful

c. fair

d. not worthwhile

22. The number of guest speakers during VOCATIONAL EXPLORATION were:

a. too many

b. just enough

c. too few

23. Check one:

a. I feel that VOCATIONAL EXPLORATION helped me choose my area of study.

b. I do not feel that VOCATIONAL EXPLORATION helped me choose my area of study.

24. I chose my area of study because: (circle more than one if necessary)

a. Vocational Exploration helped me.

b. my deaf friends at TVI advised me to take it.

c. my deaf friends NOT at TVI advised me to take it.

d. my hearing friends advised me to take it.

e. my family advised me to take it.

f. it is what I always wanted.

g. other: Explain:_____

_____

25. Do you think the Prep students should have less classroom time and more homework assignments?

a. yes

b. no

c. not sure - explain:_____

26. Do you think there should be a TVI just for deaf students with no hearing students?

a. yes

b. no

Explain, if you wish:_____

_____

27. What suggestions do you have for making the Prep Program better?

APPENDIX C

Listing of Additional Forms

Note: There are numerous forms that are used at various stages of a students progress through the Program for Deaf Students. Listed below are selected forms that may be of general interest. Copies of these are available on request.

1. Application Form
2. Authorization Request for Preparatory Students
3. Authorization Request for Regular Students
4. Housing Information
5. Job Follow-up Questionnaire, Long Form and Short Form
6. Parent Questionnaire
7. Student Health Questionnaire
8. Student Quarterly Evaluation Form by Interpreters